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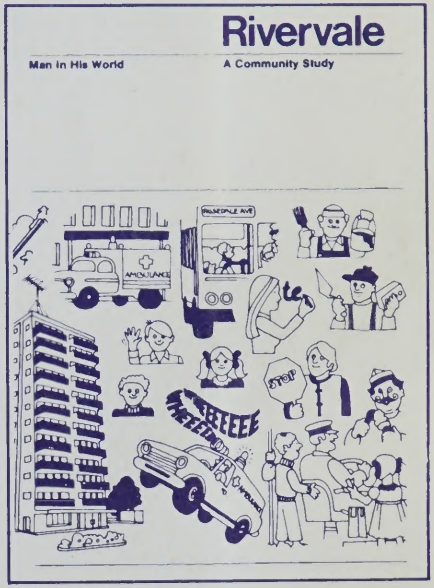
Rivervale

A Community Study

Teacher's Manual



An Inquiry Model

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Rivervale

A Community Study

Teacher's Manual

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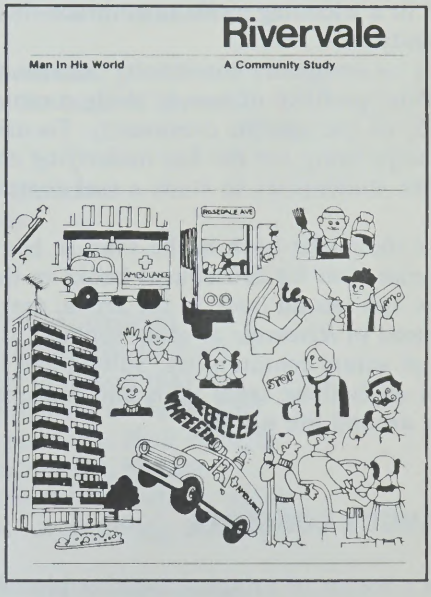

An Inquiry Model

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INTRODUCTION

Rivervale is a community study that applies inquiry approaches to the Social Studies.

Inquiry in *Rivervale* is a process of rational investigation. It includes the identification of specific problems; the grouping, classification and analysis of information that relates to these problems; the formation of hypotheses in answer to the problems; and the continued re-evaluation of these hypotheses on the basis of new evidence. The starting point is the knowledge and experience of the children themselves. All children enter school with a pre-existing set of ideas about the world. At this early stage such a framework is both narrow and limited in its range of perception. The aim of the Social Studies program, of which *Rivervale* is a part, is to have children examine and expand the conceptual frameworks they presently possess.

Each topic in *Rivervale* is an investigation rather than a lesson in the traditional sense. The purpose of each lesson centres on the questioning and investigation that is done by the students. The ultimate objective is the conceptual growth of the children. *Rivervale* is organized around five key concepts: shelter, safety, communication, transportation, and relaxation. These five concepts are first examined in relation to the home, and are then applied in a widening circle to embrace the neighborhood and the total community.

Rivervale is an imaginary community because the book is concerned with the fundamental problem of how to study communities generally rather than the study of one specific community. Focusing on a single imaginary community helps bring out the key underlying concepts that are sometimes obscured when students try to study a real community without proper preparation.

Rivervale is the initial book in the Man In His World Series and is a necessary preparation for subsequent books in the series. *Understanding Communities,* the second book in the series, develops the skills and concepts introduced in *Rivervale* at more sophisticated levels and applies them to the study of actual communities. Subsequent books in the Man In His World Series apply these same skills and concepts to the detailed study of communities around the world.

A WORD ABOUT CONCEPTS

A concept is a means of bringing together pieces of information that have certain common attributes. For instance, the word "house" allows us to conceptualize, or classify, a variety of structures that have several things in common (roof, walls, windows, doorways, etc.).

Young and old, we all use concepts when we speak. There is, however, a great difference in the conceptual level of a child and an adult. A person's ability to conceptualize is conditioned by the range of his experiences and knowledge. Since children have limited knowledge and a limited set of experiences, their ability to conceptualize is very narrow and often limited to concrete things. For instance, if students are asked to list what they associate with a house, the response will probably be a long list of very

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specific objects, such as can be seen in the left-hand column of the chart in Appendix I.

What *Rivervale* seeks to do is lead the children away from this mass of low-level concepts that so often reduce learning to the drudgery of memorization, and to have them organize their thoughts in broader terms. By encouraging children to examine higher level concepts, possibly at column 2 and column 3 in the chart, the teacher helps them develop a more effective understanding than was held initially.

INQUIRY

As children work with the various problems and carry out the investigations built into *Rivervale,* they should develop the following skills:

- to ask questions about what they see
- to seek evidence in order to answer the questions they raise
- to organize and classify the evidence they find
- to analyze and evaluate evidence in relation to the question they seek to answer
- to formulate tentative answers (hypotheses) on the basis of available evidence
- to seek new evidence with which to test their hypotheses
- to confirm, modify, or reject their hypotheses on the basis of the new evidence
- to apply their hypotheses to new situations
- to expand concepts to apply to a wider range of situations
- to co-operate with classmates in all these activities
- to respect the ideas and values of others

In the course of developing these "process" objectives, students will acquire a great deal of knowledge of the facts and conditions that are important to the investigations. It is, however, these processes that are fundamental to any program based on inquiry approaches to the Social Studies. Children are encouraged to broaden and generalize their thought processes beyond the levels of memory and recall of specific factual information. The students, then, are learning to structure knowledge along conceptual lines, as opposed to random, miscellaneous gathering of factual details.

Once children are familiar with the key skills of inquiry and concept formation, they can apply these skills to the study of real communities. No matter how varied these communities may be, both in time and space, the children are equipped with the necessary skills with which to organize and comprehend the mass of factual detail that surrounds any such investigation.

The following model identifies certain basic steps in an inquiry sequence and provides an illustration of how the lessons in the manual relate to the model. In actual practice the model need not be rigidly adhered to. Indeed, an investigation can start at any point in the model. Once started, however, the sequence of the model deserves attention.

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AN INQUIRY MODEL

IDENTIFY THE PROBLEM

FORM INITIAL RESPONSES (HYPOTHESES) TO THE PROBLEM FROM THE AVAILABLE EVIDENCE

TEST THE INITIAL RESPONSES BY FINDING NEW EVIDENCE THAT WILL SUPPORT THEM

STATE CONCLUSIONS AND GENERALIZATIONS

APPLY THE CONCLUSIONS AND GENERALIZATIONS TO NEW SITUATIONS

AN ILLUSTRATION

How does Peter's home help keep out uninvited visitors? (Lesson 5 in the manual)

In this case the available evidence is limited to what is found on pages 4-5 of *Rivervale.* Fences, signs, dog, locks, etc. all support the hypothesis that Peter's home has many ways of keeping out unwanted people.

TEST I
Interior evidence, ie: locks, chains, curtains, etc. all support the initial response. This new evidence is found on pages 6-7 of *Rivervale.* (Lesson 14)

TEST II
Various houses on page 8 of *Rivervale* lend support to the initial hypothesis. For instance, a tree house is especially built to provide privacy. (Lesson 15)

TEST III
Various houses of bygone years also support the hypothesis. For instance, a castle (page 9 in *Rivervale*) is especially built to keep out intruders. (Lesson 16)

Houses are built so that the people who live in them have a chance to be by themselves. (Lesson 15)

APPLICATION I
Can Peter's neighborhood also protect him from other people? (Lesson 24)

APPLICATION II
Can the Rivervale community do the same? (Lesson 30)

THE LESSON PLAN

This manual divides *Rivervale* into three units. The themes for these three units are: A House is a Home; Finding Our Way With Maps; and Rivervale. Each unit consists of a sequence of lessons which form the fundamental building blocks of the program. The lesson format is one that the author has found useful. It meets all the requirements of planning a lesson and can be used by teachers as a model for designing their own lessons. Teachers should feel free to re-design lessons to fit their personal teaching style or the needs of a particular class.

LESSON OBJECTIVES

Each lesson starts with a statement of the objectives for that lesson. Objectives are statements of what the teacher expects of the students during the period of instruction. If a lesson's objectives are not clearly defined, there are no well-established criteria for evaluating the degree of success or failure of the lesson. Objectives identify the teacher's real reasons for teaching the lesson. They are normally not known to the class, at least not at the commencement of the lesson.

THE TASK TO BE PERFORMED

Each lesson must have a clearly defined task for the students. This task is distinct from the theme in that it concentrates on one specific aspect of the theme. It isolates a specific problem and identifies it so that the class can begin an investigation. It is useful to phrase the task as a question and in the lessons in this manual most tasks are presented as questions.

INTRODUCTION: DEVELOPMENT: CONCLUSION

The actual teaching of the lesson can be divided into three sections: introduction, development, and conclusion. In any well taught lesson these three elements merge smoothly into a unified whole. The introduction serves as a preface to what is to be studied. It is designed to motivate and involve students so that they are ready to carry out an investigation of the task. The development stage is the point at which the class begins the actual study of the task or issue. Key questions are often written into the lesson plan to remind the teacher of significant, or pivotal, questions in the development of the lesson. The conclusion refers to the outcomes or responses the teacher expects of the students once they have completed an investigation.

EXTENSIONS

It is necessary to think beyond the actual lesson. Strategies must be devised to encourage retention of what was learned. These usually take the form of assignments. Extensions also explore contemporary applications of the study.

EVALUATION

Like the objectives, evaluation is for the teacher, not the student. It is the teacher's private assessment of the success of the lesson in achieving the stated objectives. A written test is a common method of acquiring systematic feedback of student learning.

To summarize what has been said about lesson plans, here is a sample of the lesson format used throughout the manual. This is not an actual lesson.

This is the theme for the first eighteen lessons.

Each lesson is identified by number and by the TASK it seeks to carry out.

Most lesson plans refer to a specific page in *Rivervale.*

THEME: A HOUSE IS A HOME **LESSON 4: WHY LOCK THINGS UP?** **TEXT: pages 4-5**

OBJECTIVES: (I expect students to . . .)
1. Have KNOWLEDGE of the material being taught
2. Have COMPREHENSION of what is being taught
3. Hold VALUES regarding what is taught and regarding those in the class
4. Acquire SKILL in performing certain specified tasks

These are not actual objectives; rather they identify kinds of objectives a lesson may develop.

The real reasons for teaching the lesson are stated in the OBJECTIVES; the TASK is merely a means to that end.

INTRODUCTION:
What's the best way to get this class involved in today's lesson?
Will my introduction lead the class naturally to the task I want them to work at?
TASK: *Why do we lock things up?*

Is the INTRODUCTION sufficiently imaginative to capture student interest?

The TASK is the actual problem, or issue, that students will be asked to study. The TASK is usually set forth as a question.

DEVELOPMENT:
What strategies can I write in here that will assist the class in completing the task?
What key questions might I ask that should also assist?

In the DEVELOPMENT the teacher designs a sequence of strategies that enable the class to investigate the TASK.

These may be in the form of key questions.

CONCLUSIONS:
What can I reasonably expect students to find in answer to the given task?
How do these conclusions relate to my stated objectives?

Each part of the body of the lesson develops logically and naturally. Avoid any mechanical division.

Be prepared to accept student responses that you may not have anticipated.

Don't be disappointed when the students fail to come up with all the conclusions you may have expected.

EXTENSIONS:
Are there modern parallels to what we have discovered?
Are there personal spin-offs from what we have discussed?
Can I make an assignment that will extend their awareness of what has been discussed?

EVALUATION:
Where did my lesson succeed . . . not succeed?
What appears to have caused any lack of success?
What adjustments might I make to correct these problems?

EVALUATION is something the teacher should do after each lesson.

It is unrealistic to expect 100% success unless you write objectives in very precise behavioral terms.

THEME: A HOUSE IS A HOME LESSON 1: WHAT SKILLS ARE NEEDED TO BUILD A HOUSE? TEXT: page 3

OBJECTIVES: (I expect students to. . .)

1. ASK questions about the story in the text.
2. DEFINE difficult words in the text.
3. IDENTIFY evidence in the text that helps answer the TASK QUESTION.
4. ACCEPT the notion of skills in learning.

LEARNING is something the student must do. Consequently our OBJECTIVES are written in terms of what we want STUDENTS to do.

The verbs in capital letters identify the specific activity (physical, mental, emotional) that we want students to engage in.

INTRODUCTION:

Have the class read the story on page 3 in the text.
Encourage the students to ASK any questions about what they have read. Single out the statement: "Do you know that many skilled workers are needed to build a house?"
ASK: Are all the words in this statement understandable to everyone?
PROBE the word "skill." ASK if riding a bike or skipping a rope take special skills. Have students explain the skills involved.
PROBE the word "craft" (which is in the same paragraph).
TELL the class that when you make something that takes skill, you can say you know a *craft.*
SHOW the class objects that require skill to make and have them identify the craft.

Vary a strategy to suit your class needs. For instance, reading the story could mean silent reading, one student reading aloud, the entire class reading in unison, the teacher reading aloud to the class.

Encouraging the class to ask questions is a key factor in student involvement and therefore in student learning.

Do not take the initiative until the class has had every opportunity and encouragement to ASK QUESTIONS.

Objects such as a shoe, a clay figure, basket weaving, sewing, etc. are easily brought to class.

DEVELOPMENT:

WRITE the TASK QUESTION on the board: *What skills are needed to build a house?*
Have the students search page 3 for any evidence that helps answer this question.
RECORD student responses on board, using specific skills as headings.
PROBE: Why do you say worker X has a skill? What evidence do you have?

Now that the INTRODUCTION has allowed for initial involvement and clarification of key words, the DEVELOPMENT proceeds to probe the TASK.

Press students to identify specific skills with specific evidence on page 3.

Press students to explain WHY they think such a skill is necessary to building a house.

CONCLUSIONS:

A skill is an activity requiring special know-how or training. Many skills are needed to build a house. All the workers on page 3 have a skill. Most of the workers on page 3 have a craft.

Students need not come up with all the conclusions stated here, and, of course, they will not state them in the words we use here.

Students will likely suggest conclusions that are not listed here. If they are reasonable, they are to be preferred to any of these.

EXTENSIONS:

ASK: What skills do you need when you play at recess?
Does what we are doing in class require any special skills?

Skills used in class include: asking questions, listing, observing, reading, responding, remembering, making up our minds, etc.

There are skills in skipping, playing tag, hop-scotch, tossing a ball, etc.

EVALUATION:

Did I achieve any of my objectives to any degree?

Don't be too disappointed if things didn't work out quite as planned.

THEME: A HOUSE IS A HOME **LESSON 2: LET'S REVIEW WHAT WE LEARNED**
TEXT: page 3

OBJECTIVES: (I expect students to. . .)
1. RECALL the skills of the previous lesson.
2. IDENTIFY a specific skill when observed in new situations.
3. DISTINGUISH concepts of "house" and "home."
4. APPLY knowledge of skills to new evidence (pages 4-5).

Objective 1 requires the student to REMEMBER the specific skills examined in the previous lesson.

Objective 2 requires the student to demonstrate his level of comprehension of these skills.

Objective 3 requires the student look beyond the literal structure of the building.

Objective 4 is essential if learning is to have relevance.

INTRODUCTION:
Using a series of visual cards each showing a specific skill, students will IDENTIFY the skill displayed by the teacher.
TASK: Ask the class to look again at each of the skills agreed upon in yesterday's lesson to make sure they are building skills. *Can you really say that each of the skills we identified are building skills?*

These cards could be large line drawings. The real thing would be even better.

The first cards should show objects similar to those on page 3. This is RECALL (Objective 1) A second set of cards can show objects not shown on page 3. This will test their UNDERSTANDING of a specific skill. Such objects could be: electric wire, paint roller, water pipe, etc.

DEVELOPMENT:
ASK: Are the skills of Mr. Rose and of Mr. Brown actually necessary to building a house?
ASK: How is a home different from a house? Are all houses homes? Are all homes houses?
Are the skills of Mr. Rose and Mr. Brown skills that help build a *home*?
Have the class turn to pages 4-5 in the text.
ASK: What evidence can you find on these pages that each of the skills we talked about goes into building a *home*?

One could build a house and NOT paint it and NOT landscape it. However, painting and landscaping would be part of making it a place to live.

What are the tasks that go into the actual building of a house. This may require a discussion of the word "building."

Pages 4-5 are intended for other tasks, but this is a useful introduction to them.

Some skills seen on page 3 may not be in evidence on pages 4-5. Insist that the class work only with the evidence in hand. This may mean that for the moment certain skills cannot be proved as essential to the building of *Peter's* house.

CONCLUSIONS:
A *house* is just a physical structure; a *home* is where a family live.
Some of our conclusions of yesterday really apply to building a *home* rather than building a *house.*

EXTENSIONS:
Have students go home and look for evidence of the skills we have seen in the building of their own homes.

EVALUATIONS:
Did the students succeed in grasping the house/home distinctions?
What degree of success did students demonstrate in applying their knowledge of skills to the house on pages 4-5?
Are any students confused or upset with what we are doing?

We would hope students can perceive this distinction: the house referring to the physical structure; the home referring to the human habitation of it.

The picture cards may need to be supplemented with word cards with names simplified to fit the students' vocabulary.

OBJECTIVES: (I expect students to. . .)

1. KNOW various parts of a house.
2. CLASSIFY these parts according to the functions they perform.
3. DISTINGUISH statements of fact from statements of opinion.
4. SHOW WILLINGNESS to accept and use the given evidence.

Students can already claim a considerable knowledge from Lesson 2.

Organizing knowledge according to function is the major task in this lesson.

Only statements that can be supported by evidence from pages 4-5 will be accepted.

INTRODUCTION:

Have the class keep *Rivervale* closed. Write the TASK QUESTION on the board. *Why does Peter live in a house?*
ASK the class to express OPINIONS in response to the TASK QUESTION.
RECORD the responses on a side-board to be kept for reference in future lessons.

The INTRODUCTION is the "opining" phase of the lesson. These responses are simply what the children can derive from their own experience.

Sample opinions might be:
The house keeps Peter safe from robbers.
Peter lives in a house 'cause that's where his Mom and Dad live.
The house keeps Peter dry when it rains.

Keeping this record will make students aware that these are their ideas, not the teacher's, as subsequent lessons develop

DEVELOPMENT:

Have class open *Rivervale* at pages 4-5. From the opinions recorded on the board select one concept. (We will arbitrarily choose SHELTER or PROTECTION.)
Given the house on pages 4-5, students will identify evidence that will support the concept of SHELTER.

Unlike the "opining" stage, the DEVELOPMENT phase of this lesson requires the use of the evidence on pages 4-5 (Objective ï).

ASK: How does Peter's house keep Peter DRY when it's raining?
How does Peter's house keep Peter WARM when it's cold outside?
How does Peter's house keep Peter COOL when it's hot outside?

Sample responses might be: the roof, walls, doors, awnings, windows, etc. (Objective 2).

The furnace, chimney, walls, etc.

Awnings, roof, basement, sprinkler, umbrella, trees, etc.

SHOW a transparency of the roof detail (Appendix 2).
ASK: How does this picture help explain how Peter's house gives shelter?

Press students to demonstrate how specific details of the roof, as seen on the transparency, offer shelter from some form of weather.

CONCLUSIONS:

Peter's house keeps Peter warm in winter.
Peter's house keeps him cool in summer.
Peter's house keep him dry when it rains.
Peter's house keeps him warm and dry if it snows.

These conclusions should be viewed as very tentative, since they are based only on the evidence on pages 4-5 which shows only selected features of one house.

EXTENSIONS:

Have students go home and see if the place they live in gives them shelter in a similar manner.
Have students draw a picture of a house showing the many ways it provides shelter. Use labels.

EVALUATION:

Observe student reactions and attitudes as they are required to work with a specific piece of evidence that is not their own house. This should be a consideration in any EVALUATION of the lesson.

Is this too much to expect of my class for one lesson?
Should I spend a bit more time on words such as WARM, HOT, COLD, etc. before I apply them to the house picture?

Clearly, much of what we do is language study, not just social study.

OBJECTIVES: (I expect students to...)

1. IDENTIFY the concept PROTECTION (safety) with protection from people.
2. INDICATE their level of understanding of this concept as it relates to people.
3. CLASSIFY given data in terms of the concept.
4. APPLY the concept to new situations.

This may already be recorded on the board: "A house keeps us safe from robbers."

This lesson is designed to introduce the idea of safety. You may find such an introduction unnecessary, and may wish to proceed directly to Lesson 5.

INTRODUCTION:

Show the class the key to the classroom door. Demonstrate how the key locks the door so that a person on the outside cannot enter. Demonstrate how a person on the inside is able to open the door even if it is locked. ASK: Who will have keys for this door? Why do so few people have keys for it? What is in the room that needs this sort of protection?

Two students might demonstrate how the door locks, one standing on the outside and the other on the inside.

Tell the class that we are going to think about the question: *Why do we lock things up?*

This TASK need not be raised formally. The object of the lesson becomes self-evident as the lesson progresses.

DEVELOPMENT:

Place on a table a variety of locks, keys, and boxes with locks and attach a number to each.

Possible items, numbered at random:

- padlock
- key to padlock
- combination bike lock
- parts of window lock
- pair of handcuffs
- key to handcuffs
- cash box containing *money*
- key to the cash box
- jewel box containing *jewellry*
- key to jewel box
- attache case containing a *treasure map*
- key to attache case
- suitcase containing *clothes*
- key for the suitcase
- diary that has a lock
- key to the diary's lock

Have students come to the table in groups of five with pencil and paper and write down the number of each key and the number of the lock it fits. (They must not touch; only look.)

After a few minutes ask if there are any objects that cannot be identified.

After all students have completed their findings hold up a lock and ask for the key that will open it. Accept the majority vote.

ASK: Why do you think this is the right key? Have a student come up and try the key in the lock. If it doesn't fit then have another student try another key that he thought would work.

Proceed to open all locks in this manner. When the containers are unlocked have the class examine the contents. ASK: Why was the container locked? How protective was the container?

Observe individual students to see if each understands how a value is identified with those things that are placed under lock and key.

CONCLUSIONS:

Things we wish to keep safe from other people, we place in locked containers. People place different values on different things.

Here the teacher may wish to probe what each child really values and whether it can be safely locked up.

Show a soldier's helmet or a hard hat, for example.

EVALUATION:

Do the students have a clear grasp of the concept of PROTECTION so that they can now apply it to the house material? Was the lesson a necessary introduction to the concept of PROTECTION?

THEME: A HOUSE IS A HOME LESSON 5: HOW DOES PETER'S HOUSE KEEP HIM SAFE? TEXT: pages 4-5

OBJECTIVES: (I expect students to . . .)

1. APPLY the concept of PROTECTION (safety) to the house.
2. DEMONSTRATE the safety features of the house.
3. CREATE a way of securing some part of the house.

Requires students to have COMPREHENSION of the concept.

Requires students to apply the concept.

INTRODUCTION:

REVIEW the evidence of the day before showing how people try to keep things safe.

WRITE the TASK QUESTION on the board: *How does Peter's house keep Peter safe?*

A review should stress a particular conclusion, such as "The variety of things people value and seek to keep safe."

DEVELOPMENT:

Given the evidence on pages 4-5 in *Rivervale*, students will locate all locks that are similar to the ones seen the day before.

In many cases the safety idea has to be inferred. For instance, the dog chain must have a lock or clip, the fence gate must have a latch, the garage door must have a lock. Do the shutters latch?

Given evidence pages 4-5, and working in groups, have students identify items that provide security or safety from people but which *do not* have locks. Each group will prepare a list.

Many non-lock items offer safety or privacy, e.g. Block Parent sign, Please sign, picket fence, patio fence, Private Property sign, street light.

Have each group choose a person to come forward and DEMONSTRATE to the class how one item provides security or safekeeping.

If some student suggests the bathroom door, you may wish to reserve judgment since we cannot actually tell if the house has a bathroom, and if it does, whether or not the door locks. Later lessons may provide evidence.

CONCLUSIONS:

Peter's house has many ways of keeping Peter safe from intruders.

The word PROTECTION means not only shelter from the weather but also safety from human intrusion.

Many forms of security do not use locks.

EXTENSIONS:

Given a stated situation, students will devise a means of protection by drawing a picture. Situations:

- a picture of a bicycle showing protection from accident
- a picture of you having lunch on the back patio without the neighbors watching

A vivid imagination is fine, provided the sketch demonstrates an understanding of the concept.

EVALUATION:

Was the class able to distinguish security from shelter?

Was the class able to understand that both these terms are part of PROTECTION?

Does the class appreciate that not all intruders are necessarily bad people? They could be salesmen, the neighbor's dog, a friend you don't want to see.

THEME: A HOUSE IS A HOME **LESSON 6: HOW DO PEOPLE COMMUNICATE?**
TEXT: pages 4-5

OBJECTIVES: (I expect students to...)
1. IDENTIFY various forms of communication.
2. DEMONSTRATE forms of communication.
3. DEFINE the term COMMUNICATION.
4. APPLY the concept of communication to new situations.

As with safety or security this lesson is designed to develop students' awareness of the concept before asking them to apply it to the Peter Wilson house.

INTRODUCTION:
Have individual students demonstrate various poses that illustrate the idea of communication without words.

- One student sticks out his tongue.
- Another bows his head, closes his eyes and holds the palms of his hands together.
- A student silently shakes hands with another.

Have four or five students come up and feel inside a paper bag and then write down on separate pieces of paper what the object was that was in the bag.

The object in the paper bag might be an orange.

Have students come up, one at a time, and from a concealed position make sounds that the class will identify as a siren, a police whistle, a kiss, a bird, etc.

Each student should be asked to make a different sound. Students might conceal themselves behind the teacher's desk.

You might find it useful to put the sounds on tape and play them.

ASK: How do you know — how can you tell?
How many ways do you have of communicating with your neighbor? What does the word *communication* mean?

DEVELOPMENT:
Write on the board the TASK QUESTION: *How well do we communicate with each other?*
Ask six volunteers to come forward with note pads and pencils and sit at six desks placed in a circle. Blindfold the volunteers. Have the rest of the class come and stand outside the circle. Suggest each student observe only one of the volunteers.
Hold up an aerosol can of unscented shave cream. SAY: You observers can see what I have in my hand. But don't say anything. The six with the blindfolds don't know what I have.

If a can of shaving foam might not be familiar to some students, choose another item such as a candy bar.

ASK: Since our volunteers have lost their eyes how might we communicate what is in my hand, without using words?
If students suggest the volunteers be allowed to "hear" the contents, teacher can press a bit of shave cream out on a piece of paper in front of each volunteer. They are then asked to record on their note pads what they think would make such a sound.

In the case of the candy bar, the sound of taking off the wrapper would be the "hearing" stage.

Follow the same pattern, letting the volunteers SMELL, FEEL, and TASTE the shave cream. Each time the volunteers write down what they now think the object is.
Observers silently watch for facial expressions and observe the record kept by an individual volunteer.
Following the exercise, volunteers tell how they felt and the problems they had. Observers tell what they saw.

The analysis of the exercise should take a considerable amount of time. Each expression and each notation should be carefully documented.

The volunteers should be encouraged to give detailed accounts of how they felt at each stage of the exercise and whether or not their awareness of being watched by the rest of the class affected them.

CONCLUSIONS:
Communication is any form of "telling" another person what we have in mind.
Sight and sound are our most effective ways of communication.
All our senses help us communicate.
Our ability to communicate in verbal and written forms is very valuable.

EXTENSIONS:
Have a blind person visit to talk of the importance of the other senses to him.
Have a mute person visit to demonstrate how he communicates through sign language.
Have a deaf person visit to explain how he hears music through vibrations.

THEME: A HOUSE IS A HOME LESSON 7: HOW DO THINGS AROUND A HOUSE COMMUNICATE? TEXT: pages 4-5

OBJECTIVES: (I expect students to...)
1. APPLY the concept communication to the house data.
2. ANALYZE the house and its surroundings in terms of communication.

APPLICATION suggests students take the concept of communication as they now understand it (on the basis of Lesson 6) and relate it to objects at Peter's home.

ANALYSIS suggests the students begin to relate the concept to new kinds of evidence that were not previously thought about.

INTRODUCTION:
REVIEW the various senses through which we communicate.
Probe understanding of facial and hand communication by miming the actions described on the chart on this page.

HANDS COMMUNICATE	FACES COMMUNICATE	HANDS AND FACE COMMUNICATE
crossed fingers	pained expression	finger on lips
hitch-hike thumb	expression of joy	fingers hold nose
peace sign	expression of anger	knuckles rub eyes
fist clenched	wink	hand over mouth
pointing index finger	expression of fear	hands cupped around face

DEVELOPMENT:

Write on board the TASK QUESTION: *How do things around a house communicate?*

Given the criteria established as means of communication, students will analyze Peter's house for evidence of communication.

Using each of the senses as a heading, RECORD class findings on a board chart.

Does the size and design of Peter's house communicate?

How would you describe the sort of communication going on between Mrs. Wilson and her neighbor?

How does Prince communicate to passers-by?

CONCLUSIONS:

Peter's house communicates to all our senses.
Verbal communication: please, private...
Visual: color, size, style, activities...
Smells: scents of flowers, of grass...
Sounds: sprinkler, clippers, talking...
Tastes: lemonade, water...
Touch: dog, fence, car...
Communication in word forms is easily agreed upon; other forms often lead to disagreement as to the precise communication.

EXTENSIONS:

Does a house communicate very much about the people who live in it?
Does a house communicate very much about the society that Peter and his family belong to?

EVALUATION:

How well did the class grasp the idea of communication working from a drawing? Would I be advised to have the class walk down a street in the school district and observe all forms of communication — verbal, sight, smell, sound, taste, touch?

THEME: A HOUSE IS A HOME **LESSON 8: WHAT DOES TRANSPORTATION MEAN?**
TEXT: pages 4-5

OBJECTIVES: (I expect students to. . .)
1. DEFINE the concept TRANSPORTATION.
2. IDENTIFY several forms of transportation.
3. ANALYZE the relationship of design to function for each vehicle of transportation.

This is an introductory lesson to the concept of Transportation.

This Objective seeks to develop a very significant relationship that has an endless variety of applications.

INTRODUCTION:
Have a student carry a book from his desk to the chalk ledge.
ASK: What is the student doing?
What is being transported?
What is the means of transportation?
What is a definition for the word transportation?
Write the class definition on the board.

Keep in mind that a definition should avoid using forms of the word being defined.

The class definition may not be dictionary perfect. Accept whatever they perceive as the definition; the course of the lesson offers a means of correcting any errors.

DEVELOPMENT:
SHOW the transparency "The Stubborn Mule" (Appendix 3). ASK: How many things are being transported in the picture?
In each case what is the means of transportation?
How is each means of transportation suited to its work?
Prepare a chart on the board listing the evidence under the following headings:

Miguel is transported by Maria, Carlos is using the cart as a means of transportation both for himself and his melons, Pepi is the means of moving the cart, and both the carrot and Sancho are trying to find ways of moving Pepi from Point A to Point B. There is very little movement with Pedro.

WHAT IS BEING TRANSPORTED?	WHAT IS DOING THE TRANSPORTING?	HOW IS IT BUILT TO TRANSPORT?

SHOW the transparency "Rain on the Roof" (Appendix 4). Arrange class in small groups and have each group add new evidence to the chart. Have a class discussion of each group's findings.
SHOW the transparency "Transportation" (Appendix 5). Have students work individually to show how each means of transportation is designed to carry out a special form of transport. Discuss the findings as a class.

We often say things are carried by the wind; clouds are carried (transported) by the moving air. The clouds carry (transport) water vapor, and the precipitation is carried by the wind. The roof carries it to the eavestroughs which transport it via the downspout to the ground. The water collects in a pond where a duck sails (or is transported) along on the surface.

CONCLUSIONS:
Transportation means moving or carrying an object from one spot to another. Transportation may also refer to the object that does the actual carrying. The form of transport is designed to carry a particular cargo.

EXTENSION:
Ask class to look around *outside* their homes and locate at least one means of transportation that they did not see in any of the transparencies shown in class. Be prepared to tell about it next day in class.

THEME: A HOUSE IS A HOME LESSON 9: DOES PETER'S HOUSE PROVIDE FOR TRANSPORTATION? TEXT: pages 4-5

OBJECTIVES: (I expect students to...)
1. REPORT on the kinds of transportation each found around the home.
2. APPLY the concept of transportation to Peter's house.

INTRODUCTION:
Invite members of the class to tell about any object which they observed outside their house or apartment that could be described as a means of transportation. LIST all those which the class will accept as legitimate means of transportation.

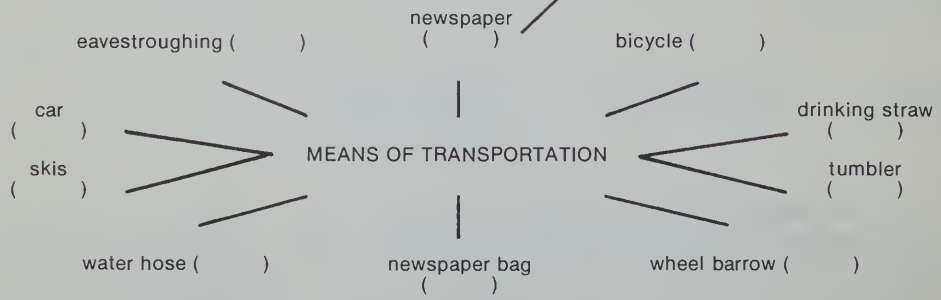
Please remind the class that we will only accept objects that can be observed *outside* the home. The "legitimacy" of each object rests on such questions as: does the object assist in the movement of anything, and if so, what? Is the object itself being moved, and if so, by what?

DEVELOPMENT:
WRITE the TASK QUESTION on the board: *Does Peter's house provide for transportation?*
Have class apply each of the means of transportation described by students to Peter's house as seen on pages 4-5. Strike from the student list those that cannot be found in the picture. Add any which are found in the picture but were not in the initial list.
Have each student make a flow chart similar to this:

Although there are many things inside Peter's house that transport and it is easy to infer that those objects are in the house, nevertheless, persist in having the class use only the observable data as found on pages 4-5, at least for the time being.

Stress that when an object is removed it does not mean that the object is not a means of transportation; it simply means it is not present in any observable or inferential way on pages 4-5.

The brackets are for students to write in the object that is being transported.



Press students to describe how each of the objects is designed to carry out its particular task.

CONCLUSIONS:
A house has numerous facilities designed to provide a means of transportation.
Each facility is designed to carry out a particular carriage function.
A variety of transportation systems are essential to maintaining our present lifestyle.

EVALUATION:
Is the class tiring of the concentration on pages 4-5? Should I allow them to work on the next two pages as well?
On the other hand is the class suggesting other concepts than those in this text and should I be prepared to depart from the text?

THEME: A HOUSE IS A HOME **LESSON 10: HOW DO PEOPLE RELAX?**
TEXT: pages 4-5

OBJECTIVES: (I expect students to . . .)
1. OPINE as to their understanding of what it means to relax.
2. ANALYZE evidence for signs of relaxation.
3. IDENTIFY specific factors that condition what is thought relaxing.
4. VALUE forms of relaxation.

The objectives are ambitious. They span a range from opinion and recall to analysis and value judgment.

INTRODUCTION:
Ask the class to "opine" as to what relaxing means.
Have the class identify the key concept in each opinion.

Like several previous lessons, this one is important as an introduction to a new concept; it is important to find out where the students are at in their perception of such ideas before applying them to Peter's house. Press students to explain why they find certain activities (or inactivities) most relaxing.

DEVELOPMENT:
SHOW the transparency "Relaxation" (Appendix 6) or provide it as a hand-out.
Have students write an appropriate title for each of the pictures.

Possible titles are:

swimming	school	having a nap	coloring
reading	building models	taking a bath	it's fish again!
catching frogs	looking at pictures	going for a walk	Mom reads us a story
cake for dessert	playing with dolls	washing the dishes	watching T.V.

Have each student select the five pictures he associates most with relaxation. Discuss student choices.
ASK: Are there pictures here which you do not find relaxing? Why?
Do boys differ from girls in their choices? Why, or why not?
What does age have to do with a person's choice?
Have the class prepare a definition of relaxation.

Why is playing with dolls relaxation for some and not for others?
Why is playing with toy cars relaxation for some and not for others?

CONCLUSIONS:
Relaxing is being happy and content.
Relaxing is resting or doing nothing.
Relaxing is doing what you like to do best.
The things that relax people differ depending on age, sex, and interests.

EXTENSION:
Write a story describing what you like to do best when you relax, or draw a cartoon picture.

THEME: A HOUSE IS A HOME LESSON 11: IS PETER'S HOUSE A PLACE FOR HIM TO RELAX? TEXT: pages 4-5

OBJECTIVES: (I expect students to. . .)

1. APPLY the concept RELAXATION to the house evidence.
2. CREATE additional ways of relaxing.
3. RECOGNIZE that the same data can apply to more than one concept.
4. VALUE the things around their own homes that provide relaxation.

We suggest that students restrict application to the exterior data found on pages 4-5. However, should the teacher feel the class is anxious to use interior data as well then this is available on pages 6-7.

Objective 3 suggests that objects and events cannot be packaged up in neat individual parcels and labelled with a single concept. However, the packaging process is a necessary step in developing a conceptual approach to knowledge.

INTRODUCTION:

REVIEW the several conditions that relate to relaxation.
TASK: *Do these same conditions apply to Peter's house? Is it a place to relax?*

DEVELOPMENT:

Given the criteria associated with relaxing, class will apply these to the house evidence on pages 4-5.
ASK: If you were to visit Peter at his home, what would you like most to do for relaxation, given what is observable in the picture?
Have each student add one additional feature to Peter's house that offers an additional way for Peter to relax.

What various students identify as relaxing will reveal what students value, or what they like and dislike.

Students may wish to reject Peter's home as not like their homes, but this is not sufficient grounds for abandoning the house on pages 4-5. It is a legitimate piece of evidence. Rejection of it because it displays middle-class values is a prejudiced position. But by the same argument to remain solely with middle-class homes would also be prejudiced.

CONCLUSIONS:

Peter's house offers him many ways to relax. Peter's parents have different ways of relaxing than Peter.
If Peter has his own room, he can relax better. If Peter doesn't have brothers or sisters or friends then he cannot relax by playing games with others.

The conclusions are based on a specific house. We do not pretend to conclude that such things apply to all houses, at least not yet.

EXTENSIONS:

Have students give brief talks on any one of the following as a way of relaxing:

- watching their favorite T.V. program
- reading from books
- playing with a favorite toy
- playing their favorite team game

Extensions such as this may take up class time for at least another period.

EVALUATION:

Has the notion of "privacy" or the chance to be alone been identified as a form of relaxing?
Has "being with others" been identified as a good way of relaxing?
Have students been able to appreciate what other classmates VALUE as relaxing?
By now are students able to distinguish evidence that is observable from evidence which is non-observable (e.g. the bedroom)?

These two statements appear to contradict each other. Students may polarize to one or the other. What is important is that the "other" point of view be accepted as a reasonable way to feel.

THEME: A HOUSE IS A HOME LESSON 12: WHAT DOES PETER'S HOUSE TELL US ABOUT PETER AND HIS FAMILY? TEXT: pages 4-5

OBJECTIVES:

1. TRANSLATE house analysis into people analysis.
2. EVALUATE the Wilsons on the basis of the analysis.
3. ASSESS the reliability of such an evaluation.

It is very possible that opinions about what the Wilsons are like have already been expressed in earlier lessons. If you can recall such statements, they can be put to use in this lesson.

Objective 3 may be too difficult for some students. Should the class fail to make the observation that it is difficult to draw conclusions from the picture, do not seek to push it, or lecture them about it.

INTRODUCTION:

Briefly review what we have learned about Peter's house over the last eleven lessons.
Stress that we are really interested in knowing about Peter and his family, not simply knowing about Peter's house.
Stress that what we are learning about Peter may be what we are learning about ourselves, since we all belong to the same society. Write the TASK QUESTION on the board:
What does Peter's house tell us about Peter and his family?

DEVELOPMENT:

Set forth a series of questions that invite inferences about the Wilsons.

- Are the Wilsons rich?
- Are the Wilsons friendly?
- Would you like Peter as a friend?
- Would you be happy being Peter's brother or sister?
- Would you like the Wilsons as neighbors?

ASK: Do you all agree with the assessment we have made of Peter and his family?

By now the class should have some pretty emphatic views about the Wilsons; there may be no need to pose questions.

The "pretty emphatic views" may not be shared by all students. This may lead to a recognition by students themselves that there is insufficient evidence to support strong statements. (Objective 3)

CONCLUSIONS:

The Wilsons are quite well-off, maybe even rich.
Mrs. Wilson seems friendly; we can't really tell about Mr. Wilson and Peter. Probably Peter would be a nice friend to have.

Students may naturally feel friendly toward Peter. But the picture does not really give us any clues as to what he is like as a person.

EVALUATION:

Was my lesson successful even though students could not agree in responding to some of my questions?
Should I spend some time having them analyze why they did not agree?
Rather than simply responding to the questions by the teacher, could the class suggest its own?

Finding out why some students feel the way they do can lead to interesting insights as to their behavior, attitudes, and environment.

THEME: A HOUSE IS A HOME LESSON 13: SHOULD WE LOOK INSIDE PETER'S HOUSE? TEXT: pages 6-7

OBJECTIVES: (Students will be able to...)

1. RECOGNIZE the need to gather additional evidence to learn about the Wilsons.
2. IDENTIFY other sources of evidence.
3. TOLERATE contrary values held by other members of the class.
4. Develop an AWARENESS of the privacy we should associate with a person's personal possessions.

If the students have not already recognized this need, you may now wish to introduce this as a question.

Objective 3 stresses the importance of students being "fair-minded" in receiving other points of view.

INTRODUCTION:

Remind class of the difficulty we had in arriving at conclusions about the Wilsons just from the evidence on pages 4-5.

This is only valid if the class perceived such a difficulty.

ASK: Where might we look to learn more about the Wilsons?

This question is keyed to students suggesting we look inside Peter's house. Students may suggest other sources of equal validity.

ASK: Why might what we find inside Peter's house tell us more about Peter than what we found outside?

Write the TASK QUESTION on the board: *Do you think it is right to look inside Peter's house?*

SAY: Before we look inside Peter's house, think about this question.

DEVELOPMENT:

ASK: How would you feel if the class invaded your home and looked in your bedroom?

How would your mother feel about it?

If you went to one of your neighbors and asked them if you could come in to look around, what do you think they would say?

These are value-laden questions and discussion may consume a good part of a period.

Why might the owner refuse to let you come in?

How would you explain to him the importance of your seeing inside his house? What would you tell him you were looking for?

What we are really trying to find out is whether or not the things we find on the inside of a house support the things we have learned from looking at the outside of the house.

CONCLUSIONS:

If the class understands the reasons for looking inside Peter's house, they will probably consent to entering the house.

Remind the class of the parallel situation when we have a letter that is sealed and is addressed to someone else. Should we open the letter? Or if we come across a locked diary, should we open it and peek inside?

EXTENSIONS:

Have a policeman visit the class to explain in simple terms the legal rights of the householder and the legal rights to privacy of the home.

Relate a story of how in another country the privacy of the individual and the privacy of the home are secondary to the rights of the state.

THEME: A HOUSE IS A HOME LESSON 14: DOES THE INSIDE TELL US THE SAME THINGS ABOUT THE WILSONS? TEXT: pages 6-7

OBJECTIVES:

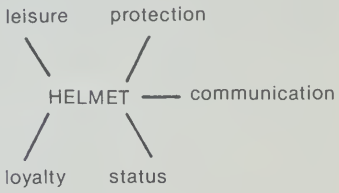
1. IDENTIFY objects found in the interior of Peter's house.
2. CLASSIFY these objects using the concepts previously established.
3. RE-ASSESS our prior conclusions about the Wilson's on the basis of the new evidence.
4. SHOW AWARENESS of the intimate or private nature of much of the evidence.

Students should be reasonably skilled in meeting these first two objectives since the process is similar to that used on the exterior of Peter's house.

In effect, we are asking students to test whatever hypotheses they may have made on the basis of exterior evidence.

INTRODUCTION:

REVIEW the key concepts that the class has been using in the study of the house.

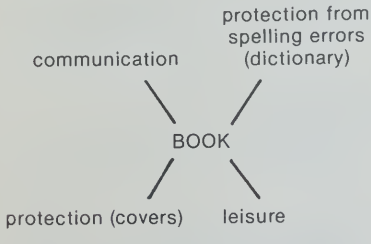


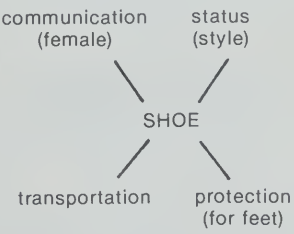
DEVELOPMENT:

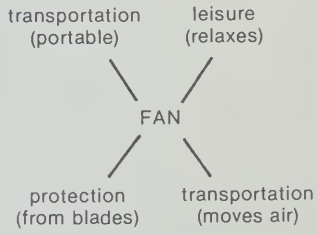
Given materials from *Rivervale* students will IDENTIFY and CLASSIFY objects, according to established concepts.

ASK: Is there any object in these pictures that you don't recognize?

On the board, develop a flow chart such as the one seen here using the data on page 7. A similar chart could be made for page 6.







WRITE on the board a list of previously stated conclusions or observations that relied on inference of what was inside the house.

ASK: Are these conclusions that some of you made earlier supported by what we have now as evidence?

Such inferences can relate to any of the key concepts or to our assessment of the Wilsons, e.g.:
Peter can relax because he has his own room.
The stairs in Peter's house provide a means of transportation.
The telephone in the house is a means of communication.
The lock on the bathroom door keeps Peter safe from intruders.

CONCLUSIONS:

The concepts used on the exterior have further application on the interior.

Some of these inferences were not supported by evidence on pages 6-7.

Previous conclusions based on inference will need to be (a) established as correct (b) modified to conform to the interior evidence, or (c) totally rejected on the basis of the new evidence.

THEME: A HOUSE IS A HOME LESSON 15: DOES WHAT WE LEARNED ABOUT PETER'S HOUSE APPLY TO OTHER HOUSES? TEXT: page 8

OBJECTIVES:

1. IDENTIFY a variety of different structures.
2. DEFINE each structure as a house and/or home.
3. APPLY concepts used with Peter's house to these structures.
4. STATE GENERALIZATIONS that seem appropriate on the basis of our findings.

When asked previously to suggest other sources of evidence, students may have suggested that we look at other houses.

Objective 2 asks students to determine what can be accepted as a house (home) and what cannot.

INTRODUCTION:

Tell the class that we wish to find out if our study of Peter's house can be extended to other houses.

Write TASK QUESTION on the board: *Does what we learned about Peter's house also apply to other houses?*

The introduction will be more effective if the teacher can recall any complaints in previous lessons that we should look at some other houses besides Peter's.

DEVELOPMENT:

Have the class open *Rivervale* at page 8 and assign a number to each of the pictures. Instruct each student to write in a column in a notebook numbers 1 to 9 and to write opposite each number a name for the structure in the text that it represents.

Having done this, discuss the names that students have given each of the structures.

The material on page 8 offers a good test of how the class define a house.

ASK: What name did you give No. 1, etc.? Can the structure be called a house? If it is a house, can it be called a home? How did you decide whether it was a home and not simply a house?

The outhouse is a house in name only, and certainly could not be defined as a home. However, certain of our key concepts do apply to it. Probably the most dominant concept is that of privacy.

What may be agreed upon as a house may not be acceptable as a home.

Having received a copy of the chart in Appendix 7, students will enter the agreed names and house/home distinctions in the appropriate columns. Having made certain students understand the instructions for filling out the rest of the chart, students can proceed to complete it.

In each case it would be useful to have students identify which of the concepts dominates.

Once the chart is complete and the class findings discussed, ask what things seem to apply to most houses. What general statements can be made?

The teacher may have to demonstrate how the instructions are to be followed.

CONCLUSIONS:

All houses provide shelter.

Most houses provide security from intruders.

Houses vary in size, shape and other characteristics depending on their intended function.

These conclusions are, for the most part, generalizations.

Students will probably agree that these generalizations support the initial conclusions arrived at in terms of Peter's house.

THEME: A HOUSE IS A HOME LESSON 16: DO HOUSES OF LONG AGO DIFFER FROM PETER'S HOUSE? TEXT: page 9

OBJECTIVES:

1. IDENTIFY each structure as a house/home.
2. RECOGNIZE a simple TIME relationship.
3. APPLY generalizations (previously stated) to these new structures.
4. IDENTIFY possible conditions of the times in which the structure was built.

These may be more difficult to identify since some of the "houses" may not be familiar to students. If this is so, don't feel all the evidence has to be accounted for.

Students are given to making broad sweeping statements, not just those identified in the previous lesson, but at various times during any of the previous lessons.

INTRODUCTION:

Discuss TIME in terms of the age of (a) the students in the class (b) the parents of the students (c) their grandparents.

Exact ages need not be determined although each child can obtain the approximate ages of parent and grandparent.

CONSTRUCT a TIME-LINE one metre in length on the top of the board. Divide the time-line to indicate one year, student age, parent age, grandparent age. Accuracy of the relative lengths is essential.

Show pictures of a one-year-old baby, a 35-year-old (parent) and a 60-year-old (grandparent).

If possible, pictures of faces only will allow the class a close-up of each face as it is aged.

DEVELOPMENT:

Using a long roll of paper prepare a time-line above the top of the entire board. Have students assist in marking the paper in 60-cm lengths, each segment to represent 100 years. Marking out the segments should be done in sections by different groups. It can best be done before the roll of paper is mounted on the wall.

Have the class locate on the time-line the approximate position of each of the structures seen on page 9 in *Rivervale.*

Students can draw pictures of the structures and place them on the time-line. Drawing the time-line will probably consume the entire period.

Discuss with class the relative distances in time as determined on the chart.

Have the class suggest a suitable name for each structure.

ASK: Which of our key concepts seems to be most prominent in house X?

Having analyzed each structure by means of key concepts, and having recognized the importance of certain concepts to certain buildings, the class will suggest what appear to be conditions of the time in which such a structure was built.

Have students WRITE a descriptive account of what the times must have been like.

The accounts should be based on the evidence observed in one of the structures seen on page 9.

CONCLUSIONS:

Any conclusions that can be logically inferred from the evidence can be allowed even though they are not accurate statements about that period in time.

Sample statements about the times:
People who lived in castles must have lived when there was fear of being attacked.
People who lived in caves must not have learned how to build houses.

THEME: A HOUSE IS A HOME LESSON 17: HOW DOES A HIGH-RISE APARTMENT COMPARE TO PETER'S HOUSE? TEXT: pages 10-11

OBJECTIVES:

1. DEFINE the high-rise in terms of the house/home concepts.
2. IDENTIFY similarities and differences between the high-rise and the house.
3. APPLY our key concepts to an analysis of the high-rise.

INTRODUCTION:

With the book closed, draw the outline of a house on the board. Next to it draw the outline of a high-rise.

ASK: Is it O.K. to say this little sketch is a house?

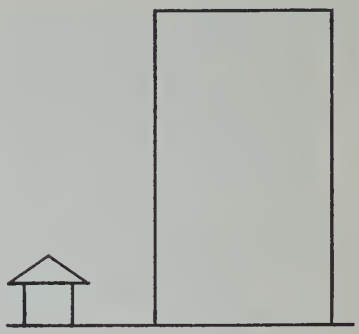
Have the class suggest additional details that will make it look more like a house.

ASK: Can this tall structure also be referred to as a house?

If this tall structure is full of stores and offices, will that help us decide what to call it?

If it is full of apartments in which families live, is it a house? Is it a home?

ASK: If we say it's a home, but not a house, *can we study the high-rise using the key concepts we used on previous homes?*



Normally, students will not think of the high-rise as a house; however, it has most of the characteristics of a house and individual students may say so.

DEVELOPMENT:

Provide each student with the list of questions seen here. Instruct students to write down the key concept they associate with each of the questions. Having examined the evidence on pages 10-11 of the text, students will respond to each question with a YES or a NO and write a brief explanation supporting the decision.

The class can apply the key concepts without benefit of the questions on the ditto.

1. Can the garage be locked?
2. Is the apartment protected from fire?
3. Is the apartment easy to rob?
4. Do Jimmy and Sue have a garden?
5. Does the apartment provide Jimmy and Sue with entertainment?
6. What facilities are there for getting around?
7. What facilities are there for keeping in touch with others?
8. Would living in an apartment be fun?
9. Does the apartment give protection from all weather conditions?

CONCLUSIONS:

Discuss the conclusions arrived at by students and the reasons they used in arriving at such conclusions.

OBJECTIVES:

1. DEMONSTRATE how interior data helps us support exterior conclusions.
2. APPRECIATE the need to look for additional evidence to support initial conclusions.

The thought skills that are being stressed in the lesson are fundamental to a reasoned investigation.

Of course the process of thinking will not develop unless the attitude of the student is a positive one.

INTRODUCTION:

Ask the class to RECALL where we looked for additional evidence to support our findings. Ask the class to anticipate what is on pages 12-13 without peeking.

Since the book follows the same pattern, students should not have difficulty deciding.

DEVELOPMENT:

Using a chart like the one here, have the class enter all the evidence they can find on pages 10-13 under the key concepts and according to whether it is interior or exterior.

As with previous materials, make sure the children know what the various items are.

The chart will need many spaces, since a good deal of evidence can be gathered.

SHELTER	SECURITY	COMMUNICATION	TRANSPORTATION	RELAXATION
		(exterior data)		
		(interior data)		

CONCLUSIONS:

Essentially, the conclusions are the data placed on the chart.

EXTENSIONS:

If you were moving from a small house to an apartment in a high-rise, what things would you no longer wish to keep? If there are students in the class who live in apartments, have four of them act as a panel. Interview the panel regarding the similarities and differences, the advantages and disadvantages of the apartment vs. the house.

It would also be appropriate to take any other type of dwelling that the class may suggest and try out the key concepts.

THEME: FINDING OUR WAY WITH MAPS **LESSON 19: WHAT DO MAPS LOOK LIKE?**

Lessons 19 through 21 form an introduction to map work, and are independent of the text.

OBJECTIVES:

1. TRANSLATE pictures into diagrams.
2. TRANSLATE objects into symbols.
3. DISTINGUISH map use from picture use.
4. ACQUIRE skill in reading simple maps.

TRANSLATING refers to the students' ability to describe or explain in some other form.

Our expectations of student skill in map reading should be modest.

INTRODUCTION:

Show a transparency of Diagram I in Appendix 8.
Have class identify the room, using evidence in the picture to support their conclusion.
Have students locate the same room in the picture on pages 4-5 and page 6.
ASK: Are there any differences in what you see on pages 4-6 and what you see in the transparency?
ASK: Which of the three illustrations (pages 4-5, page 6, and the Diagram I transparency) do you feel most helpful in telling you about Peter's kitchen? Why?

Press students to demonstrate the identity of the room with as much evidence as they can bring to bear. There may also be discrepancies in the evidence which may suggest it is not Peter's kitchen, but these are very minor.

Students usually prefer the drawing on page 6, but this is not a unanimous choice.

DEVELOPMENT:

Show both diagram I and the symbols that border the transparency, covering the name given each symbol.
Have the class understand that the little diagrams along the border are called SYMBOLS. Point to one symbol and ask class if they can identify what it represents. Can they locate it in the picture?

Diagram I can best be described as a cut-away picture.

ASK: How many of the symbols can you locate in the picture diagram? How many can you name? (After a symbol is named, show the name on the transparency as verification).

Not all the symbols can be located in the kitchen diagram.

ASK: What does the word "symbol" mean?

A simple definition is all that is needed. They should understand that a symbol "stands for" or represents a real object.

ASK: Why are some of the symbols not found in the diagram?
Show Diagram II. ASK: Does this look familiar? In what ways? How is this picture different from Diagram I?

Diagram II can be described as an oblique view.

Show Diagram III (Appendix 9). ASK: How does this diagram differ from Diagram I? Diagram II?
Given a dittoed copy of Diagram III, students will carry out the following instructions:

Diagram III has most of the characteristics of a map.

Let's pretend you are Peter and you have just come home for lunch. Mom has left a note telling you to prepare your own lunch. The note says: "There are hot dogs you can have for lunch. Don't forget to close the fridge door and turn off the stove. Love, MOM."

To allow plenty of work space, have the students draw the kitchen diagram at full-page size. If they cannot do this accurately, then make ditto copies.

Instruct the class to work out the sequence of things you would do in order to get lunch ready. Mark your path on the kitchen diagram (map) by using dotted lines with little arrows. Put a circled 1 at the place you start, and a circled 2 circled 3 etc. at each point you stop.

Students should be at liberty to add to the hot dogs. Some will want mustard, etc. Most will want something to drink, and possibly something for dessert.

Once the map is complete have some students "read" their maps to the rest of the class.
Have students write out in words what they have described on their maps.
ASK: Which do you like doing best — making the map or writing the note? Which gives the best account — the map or the note?
Diagram III is called a "map." How does a map differ from the picture in Diagram I?

Stress the importance of drawing the map exactly. If there are major errors in the map there will probably be major errors in doing the exercise.

This question refers to Objective 3.

A map could be defined as symbolic representation of a specific space. However, this rather sophisticated statement should not be forced upon students.

CONCLUSIONS:
Pictures are easier to "read" than maps. Maps help us see inside the house better than pictures.
Maps show the distance from one point to another better than pictures.
Pictures show people; maps don't. Maps don't show real objects, just symbols that stand for objects.

EVALUATION:
Using maps may be difficult. Does each student understand that maps can be read and each symbol can be imagined in the mind?

You are fortunate if your students have successfully achieved all the stated objectives. Should students find map work too difficult, many of the maps can be deleted from the book.

THEME: FINDING OUR WAY WITH MAPS LESSON 20: HOW BIG IS PETER'S KITCHEN?

OBJECTIVES:
1. DISTINGUISH map-size from life-size.
2. RELATE map-size to map-scale.
3. MEASURE map-distance according to map-scale.

INTRODUCTION:
Show the class a metre stick. Have a student come up and mark off one metre on the blackboard. Have a student mark off distances of two metres, three metres.
Have students measure the length of the blackboard to the nearest metre. Now, *let's see if we can measure Peter's kitchen using a metre stick.*

If students understand how to mark half a metre, then this can be included.

First they might measure the length of one board; then they can measure the length of all the boards.

DEVELOPMENT:
Show a cardboard metre stick that you made, using the scale given in Diagram III. Demonstrate by means of transparencies (of Diagram III and of the one metre to scale) how the metre is the exact length of a metre as shown on the kitchen scale.
Provide each student with a piece of cardboard. Have them cut the cardboard so that it is exactly two metres in length, as the scale indicates. Have them mark on the one metre and the half-metre marks. Have them check their metre sticks with the kitchen map scale to make sure things are accurately done.
Instruct them to use the cardboard metre stick to solve a series of problems. Hand out ditto with problems such as those listed here, and with spaces provided for the answers.

Using transparencies allows you to lay the metre scale exactly over the scale on the diagram. You can also move the metre scale stick around to show how it measures distances.

Problem Questions:
1. What is the length of the kitchen along the north wall?
2. What is the length of the kitchen along the east wall?
3. What is the total distance around the outside of the kitchen?
4. How did the movers manage to get such a large refrigerator into the kitchen?
5. If you walk from in front of the refrigerator (spot marked X) to a spot in front of the sink (marked X) how far would you walk?
6. If you walk from in front of the refrigerator to the farthest doorway, what distance would you cover?

CONCLUSIONS:
What maps show is much smaller than the real thing.
The scale line on the map shows you how small the map-picture is.
We can get very accurate measurements of Peter's kitchen using the map.

If students were to attempt measurements from the picture (Diagram I) they would find difficulty.

THEME: FINDING OUR WAY WITH MAPS LESSON 21: HOW WELL CAN WE READ A MAP OF PETER'S HOUSE?

OBJECTIVES:
1. REVIEW what we know of the house-map.
2. APPLY our knowledge to other rooms on the ground floor.
3. EVALUATE floor plans as to their accuracy.

INTRODUCTION:
Show the class a transparency of Plan 1 (Appendix 10a).
ASK: What do you recognize in this plan that we have already studied? How can you be sure?
Do you think you can learn about the rest of the house by looking at the house plan?

This is the REVIEW identified in Objective 1.

Some students will also observe that certain symbols shown with Diagram I are now in evidence.

Have the class perform three tests to determine if this is the same kitchen:
TEST 1 Is its LOCATION in the house correct?
TEST 2 Do the SYMBOLS seen here correspond with those previously seen in the kitchen map?
TEST 3 Do the measurements (SCALE) of this kitchen map match those of the previous kitchen map?

DEVELOPMENT:
Divide the class into small groups. Given three ground floor plans (Appendices 10a, 10b, 10c) each group will analyze them to determine which is the correct plan of Peter's house.

The class is not bound by the evidence of the three plans. They may wish to use evidence as far back as pages 4-5 in making an identification.

CONCLUSIONS:
Plan 1 is closest to the correct plan of the ground floor of Peter's house.
Plans 2 and 3 fail to meet the tests of LOCATION, SYMBOL, SCALE.
Plan 1 is in error in only very minor details.

EXTENSIONS:
Have the class make up appropriate symbols to represent furnishings of each room.
If there is a woodworking class in the school, perhaps their services could be enlisted to construct Peter's house to scale.
An alternative would be to have the ground floor plan scaled out on a large piece of cardboard and to have the students bring suitable furnishings for the rooms.

EVALUATION:
Have the students developed sufficient skill in working with the house-maps so that they can go to other kinds of maps?

THEME: FINDING OUR WAY WITH MAPS LESSON 22: HOW DO WE TELL DIRECTION USING A MAP?

OBJECTIVES:

1. KNOW basic compass directions.
2. MEASURE distances using SCALE.
3. IDENTIFY both DIRECTION and SCALE on a map.

INTRODUCTION:

Bring a magnetic compass to class.

Demonstrate to the class how the needle always points in one direction no matter how the compass is turned.

Take time to clarify the concept of direction in students' minds.

Explain that the needle always points North. Turn the compass so that North on the compass is in line with the needle.

If you can acquire several compasses students can work in groups and become familiar with its use.

Have students identify the other cardinal points on the compass. Have students prepare posters labelled North, South, East, and West and have them placed in the room in their proper locations as indicated by the compass.

It may be useful to associate some sort of "image" with each of these directions. For instance, students will associate Santa Claus with the North Pole. Some may associate Florida, or heat, with South. The Sun rises in the East and sets in the West.

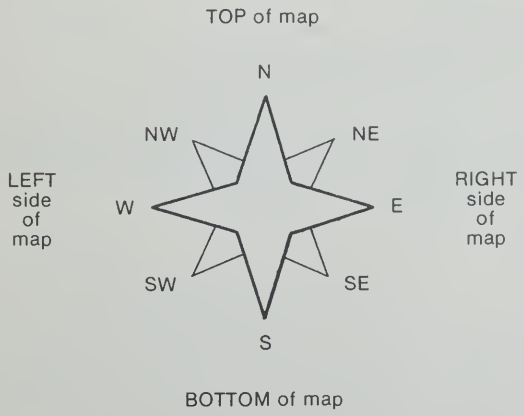
Pull down a wall map and explain to the class that maps are usually drawn with North at the top.

The map of the kitchen (Diagram III) may be a better choice than the wall map.

On the board draw a vertical line representing North-South.

Draw a line at right-angles representing East-West.

Now, draw in bisecting lines and label them Northeast, Northwest, etc. Ask the class to explain the meaning of these labels.



DEVELOPMENT:

Given copies of The Road Map (Appendix 11) students will work out with the teacher a few simple problems.

The Road Map is intended as a language study as much as anything else. The impossible names on the map are really quite simple when the letters are reversed.

Have the class locate a black circle near the bottom.

ASK: What does the black circle stand for?

How do you know? What is the name of the community?

(If it's too hard to say forwards, try it backwards.)

What is the distance from NWOT-ROU to NWOT-GIB?

How do you know?

Place the class in small groups to do the following exercise: "You live in NWOT-ROU and Mom and Dad are packing the car to go visit Grandma and Grandpa in MRAF-NEH. Dad says you are to be "navigator" for the trip. Take The Road Map and work out the following problems:

The group approach should help any students having trouble.

1. What is the shortest distance between NWOT-ROU and MRAF-NEH? Work out the exact distance in kilometres.

Notice that there is a short and a long route. The bridge over-pass does not permit any turns.

2. What countries will you travel through? Make a list of them.
3. What communities will you pass through? Make a list of the communities, writing the names in reverse so that each is understandable.
4. The car broke down at NWOT-ON and Dad had to walk all the way to EMIT-YNA to get it fixed. What is the shortest route? How far did he have to walk?

Dad will use the footpath.

Once each group has agreed to the answers to the preceding questions, any variations between groups should be discussed and understood.

CONCLUSIONS:

This map shows us places and things in their exact locations.
This map helps us travel without getting lost.
This map helps us figure out how far we have to travel.

EXTENSIONS:

These last four lessons can now be applied to the *Rivervale* text where SYMBOLS, DIRECTION, DISTANCE, and LOCATION are necessary skills.

EVALUATION:

It might be useful to prepare a new set of problems based on The Road Map as a formal test.

As said before, if students cannot master map skills, the more difficult maps in *Rivervale* can be omitted.

THEME: FINDING OUR WAY WITH MAPS **LESSON 23: PETER GOES TO SCHOOL**
TEXT: pages 14-15

OBJECTIVES:
1. APPLY map reading skills to Peter's neighborhood.
2. WRITE a story describing a map route.
3. DISTINGUISH the usefulness of maps from the usefulness of pictures.

INTRODUCTION:
Have students open *Rivervale* at page 14.
ASK: Is what you see on page 14 a true map? Why not?
ASK: Most maps show scale. Why is scale not shown on page 14?
ASK: Most maps show direction by an arrow pointing NORTH. Why is direction not shown on page 14?
Have students examine page 15 in the text.
ASK: Is this a true map? Why do you think so?
Have students compare each symbol found on page 15 with its pictorial equivalent on page 14.
Using page 14 and/or 15 students will play a game of FIND ME. Example: "I'm at the corner of MARY and MAPLE. Find me." (Location)
The FIND ME game will eventually lead to the problem: *What way would Peter probably take to go from his home to school?*

Students may say that this is not a true map since it does not indicate direction. But in all other respects it would appear true. One may assume that the 'top' of a map is NORTH if no other direction is given.

Some locations can be found on the picture; others can only be found on the map.

DEVELOPMENT:
Given the TASK of deciding Peter's route to school, students will write a story describing the route. The description should note the following:
(a) description of any objects along the route
(b) an explanation of any stops made along the way
(c) a description of distances travelled in terms of blocks
(d) a measure of the entire route in kilometres

You may wish to use an outline map of Peter's neighborhood as shown on page 15 so that students can trace the route and mark on it all points of interest (see Appendix 12).

There are several safety stops that should be observed, ie; crossing guard, stop light, pausing at crossings to watch for traffic, etc.

Two test groups might measure Peter's path, one group using only the picture on page 14; the other only the map on page 15. Compare results and draw conclusions.

CONCLUSIONS:
Peter takes the shortest route to school.
Peter takes a route that is safe.
Both the drawing and the map are useful in helping us write the story.
Drawings are easy to read; maps are easy to measure.

EVALUATION:
Are all the students now reasonably skilled in reading the neighborhood map?
Should I work out another map exercise before I proceed to more difficult maps?

THEME: FINDING OUR WAY WITH MAPS LESSON 24: CAN WE STUDY PETER'S NEIGHBORHOOD THE WAY WE STUDIED PETER'S HOUSE? TEXT: pages 14-15

OBJECTIVES:

1. ANALYZE Peter's neighborhood using key concepts.
2. APPRECIATE relevance of concepts to new situations.

The word "analyze" as used here means the teacher expects students to break down the neighborhood by choosing those key concepts they believe will be most useful in interpreting the evidence.

INTRODUCTION:

Review the symbols on page 15 by having the class explain the appropriateness of each traffic symbol.

Good reviews try to do more than simply ask for a recall of what was said the day before. In this case, have students recall symbols that will help them provide an explanation hitherto unasked for.

DEVELOPMENT:

If our understanding of SAFETY can be used to study page 15, *will the other key ideas we used with Peter's house also apply to Peter's neighborhood?*

Have the class construct a chart with the key concepts as headings.

Analyze all the symbols on the map in terms of the key concepts.

Our previous studies would have us believe that the house/home fits into any of the five categories.

SHELTER	SECURITY	TRANSPORTATION	COMMUNICATION	RELAXATION
house school	hydrant stop yield lights crossing guard	street sidewalk	signs names building	home

Discuss the results of the chart findings with the class.

Press the class to see how many pieces of evidence have some credibility in more than one column. For instance, it is possible to argue that a hydrant transports water; that it communicates to firemen; that it gives residents some measure of freedom from anxiety or some sense of protection.

CONCLUSIONS:

The same ideas can be used with Peter's neighborhood that we used with Peter's house.

EXTENSION:

Have each student make an inventory of various objects seen on the way to school. Classify these objects under our key concepts.

The extension can, of course, consume the entire next-day's class time.

Have each student draw one object and 'show and tell' what key concepts he or she sees in it.

Such things as mail boxes, parks, park benches, T.V. aerials, drinking fountains, swimming pools, telephone kiosks, etc.

THEME: FINDING OUR WAY WITH MAPS LESSON 25: LOOK OUT FOR CARS AND TRUCKS TEXT: page 18

OBJECTIVES:

1. IDENTIFY vehicles that provide transportation.
2. IDENTIFY characteristics of each vehicle that indicate what it transports.
3. DISTINGUISH what transports from what is being transported.
4. ANALYZE vehicles in terms of key concepts.

This concept has been studied before, but the materials are new. APPLYING a concept is what we wish to stress here.

INTRODUCTION:

Have students bring to class toy models of the various cars and trucks identified on page 18.

Have students identify their model vehicles to the class and demonstrate how each carries out a particular task of transportation.

In each demonstration have the class identify what appears to be the dominant key concept (other than transportation).

Question 2 on page 18 of *Rivervale* is an equally suitable way of introducing the class to this lesson.

Another introductory strategy is to have the class choose those vehicles which seem most out-of-place in Peter's neighborhood.

In addition, have students bring in cars and trucks that are not represented on page 18. ie: sports car, school bus, ready-mix truck, family car, army vehicle, auto transport, etc.

DEVELOPMENT:

Given the vehicles seen on page 18 prepare a chart, using the following headings:

From left to right the vehicles on page 18 are: ambulance, fire engine, taxi, transport, gasoline tanker, garbage truck, dump truck, bus, tow truck, police cruiser.

NAME the car or truck	TELL what task it performs	TELL how it is built to do its job	IDENTIFY the key concept
fire engine	puts out fires	has ladders siren, hose	SAFETY
police cruiser	flashing red light	fights robbers	SECURITY

CONCLUSIONS:

Many different cars and trucks are needed to do different jobs.

A car is built to carry out a particular job.

Vehicles communicate to us in many ways.

Key concepts can be applied here just as we applied them to houses.

In searching for the key concept we can, of course, always apply TRANSPORTATION. But, wherever possible, encourage students to identify a second concept. For instance, going by taxi is a more relaxing way to go than by bus; garbage trucks provide safety from disease that may result from decaying garbage.

Vehicle COMMUNICATION is not only in the design, but also in the sound of the horn, the squeal of the brakes, brake lights, directional signals, license plate, etc.

EXTENSIONS:

Bring in a shiny 10-speed bicycle and have students analyze it in terms of SAFETY, SHELTER, LEISURE, TRANSPORTATION, COMMUNICATION.

The bicycle provides a first-rate demonstration of all five key concepts.

THEME: FINDING OUR WAY WITH MAPS LESSON 26: WHAT DO TRAFFIC SIGNS MEAN? TEXT: page 19

OBJECTIVES:

1. DISTINGUISH symbols from pictures.
2. IDENTIFY various road symbols.
3. RELATE safety through road symbols.

INTRODUCTION:

Have class identify the various road signs found on page 19 in *Rivervale.*

These signs are generally in use. Don't be upset if not all signs are identified by students.

ASK; How real are the pictures seen on many of these road signs?

Are these really pictures or should we call them symbols? Why?

Symbols do not show an actual intersection or hill, only a representation that can apply to all intersections or hills.

Very few words are used on these road signs. Why would this be?

Tell the class that what we are to think about this period is *how road signs help us drive (and walk) safely.*

There are two signs that do have words on them, but the words have been omitted. Students should be able to suggest the missing words given the shape and color of the signs, ie: the STOP SIGN and the YIELD.

DEVELOPMENT:

ASK: How does COLOR help communicate to the driver? How does the SHAPE of the sign communicate to the driver?

Class should know that most signs are yellow. Major exceptions are the STOP SIGN which is red and School Signs what are often blue.

Why aren't all signs the same COLOR and the same SHAPE?

The centre line on the road is also a symbol since it represents a sort of fence or barrier that can only be crossed under certain conditions.

ASK: Can you explain the lines on the roadway seen on page 19?

All of the road signs communicate safety. Tell how each one signals a safety message to the driver.

Starting at the top left and moving across the page, the signs are: divided highway, highway narrows, clearance of overpass, speed limit, dead end, steep hill, yield, stop, railway crossing, intersection, slippery when wet, obstacle marker, bump, men at work, pedestrian crossing, playground, right turn, cross walk.

CONCLUSIONS:

Road signs help drivers drive safely.

A symbol is not a real picture.

Color, Shape, and Symbol all signal a message to the driver.

Symbol signs speak a language everyone can read.

Signs must be simple so that they can be understood at a glance.

EXTENSIONS:

The next time you drive with Mom or Dad, read the signs and tell the driver what to expect.

Have students search the streets in their neighborhood for new signs.

See if students can locate a sign with a diagonal red line placed across it. The line means NO.

Pages 20-21 are really an extension of this lesson, with the concept of speed added.

Some modes of transportation not shown here would be baby buggy, roller skates, street car, helicopter, subway.

THEME: FINDING OUR WAY WITH MAPS **LESSON 27: MAPS CAN SHOW US BIGGER AREAS** **TEXT: pages 16-17**

OBJECTIVES:

1. APPLY map skills to smaller scale maps.
2. KNOW a greater number of map symbols.
3. APPRECIATE the need to use maps instead of pictures.
4. APPLY key concepts to the expanding map.

Although some of the Objectives may seem repetitious, effective use of maps requires a good deal of practice and application of basic skills.

INTRODUCTION:

Have the class REVIEW symbols that they already know and can identify on the map on pages 16-17.

The Twins high-rise apartment is one of the two located at the corner of Wilson and Vine Street.

ASK: Where is Peter's neighborhood?
How can you tell?
Tell the class if we are to explore beyond Peter's neighborhood, we will have to know the symbols on this map.

It is reasonable to ask why pictures will not be as effective in working with large areas.

Have class MEMORIZE each of the symbols that identify places and objects.
Prepare FLASH CARDS each with one of the symbols drawn on it.

Include in the FLASH CARDS a black cross similar to the one shown on the map at the corner of Pembroke and Wilson.

Have class recognize each symbol when shown.

DEVELOPMENT:

The questions in *Rivervale,* pages 16-17 offer an adequate development, starting with question three.

Note that in the case of this map, NORTH is not the top of the map. The accurate location of NORTH is given with the arrow Symbol.

CONCLUSIONS:

A symbol does not necessarily look like the object it represents.

Some of these conclusions may have been previously identified by students.

The key concepts still apply but in different ways.
It would be difficult to show all this area in a picture.
Symbols avoid cluttering the map with pictures.

It may be observed that the Symbols don't change in size even if the map changes in its Scale.

Symbols are better than actual pictures because they are "standardized."
This map does not face true north; its bearing is approximately northeast.

EXTENSIONS:

Have the class follow along the entire length of one of the streets or avenues shown on pages 16-17 and describe all the things they observe along the way in a written story form.

EVALUATION:

Collect the written stories and determine how well the class has been able to carry out the extension exercise.

THEME: FINDING OUR WAY WITH MAPS LESSON 28: THE FIVE O'CLOCK RUSH HOUR TEXT: pages 22-23

OBJECTIVES:

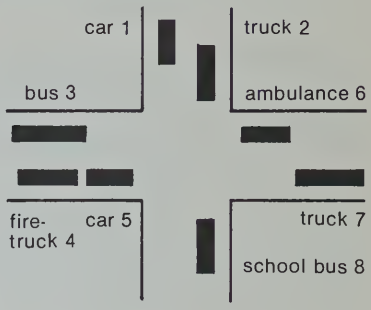
1. APPLY symbols to specific problems.
2. IDENTIFY logical traffic routes.
3. CO-OPERATE with others in the solution of traffic problems.

These objectives suggest a very specific and practical application of map skills.

Objective 3 identifies an important learning experience for children.

INTRODUCTION:

On the board draw a simple intersection with vehicles located as seen in the illustration. Assign a student to represent each vehicle. Their task as a group: to determine how best to secure a safe intersection.



Have students first work individually for five minutes to reach a possible response to the task.

Students will then discuss their views with the group and arrive at a group decision in response to the task.

Working individually requires each person to make a commitment and make a specific contribution to the group.

Group decision-making will necessitate compromise and modification of individual positions.

DEVELOPMENT:

TASK: *Can we now work out solutions to several new traffic situations?*

Divide the class into four groups of eight students. Provide each member of one group with a copy of Diagram 1 (page 22); the second group with copies of Diagram II; the third with Diagram III; and the fourth group with Diagram IV.

TASK: *to carry out instructions as described in questions 1-4 pages 22-23.*

These diagrams should be enlarged to full-page size, or if possible, to a size large enough for students to run small model cars along the streets.

Have each group demonstrate to the other groups how it solved its particular traffic problems. Discussion should follow each presentation. Questions 6-8 can be used in this discussion.

Any changes that would prove costly should be challenged.

It is a logical progression to follow group discussion with class discussion.

CONCLUSIONS:

The conclusions of each group, if they successfully survive class discussion, are the conclusions of the lesson.

A useful extension would be a simple street plan of your own town, if it is a small enough community.

EXTENSIONS:

APPLY skills in traffic analysis to the *Rivervale* map on page 25.

EVALUATION:

How well did each member of the class work with other members of his group?

Which showed leadership in the group?

Which had the most imaginative ideas?

THEME: FINDING OUR WAY WITH MAPS **LESSON 29: MEETING A FRIEND**
TEXT: pages 26-27

OBJECTIVES: (each student is required to. . .)
1. TEST his skill at reading pictorial and verbal evidence.
2. TEST his skill at TRANSLATING pictorial and verbal evidence to a map.
3. TEST his skill in APPLYING key concepts.
4. TEST his skill at TRANSLATING from map to verbal descriptions.

These objectives suggest the materials on pages 25-27 be used for testing purposes.

Note that the skill of working from picture to words to maps and back from maps to words (TRANSLATION) is included.

INTRODUCTION:
Have class turn to pages 26-27 in *Rivervale* and read the comic-strip story.
Invite the class to ask questions about things they may not understand.

In itself, the comic strip is not part of the test. Therefore, it is important that the story be clearly understood by all students.

DEVELOPMENT:
Tell students you wish to find out how well they have developed skills of reading words and maps.
Provide each student with a sheet of paper and instruct him to write answers to questions 1, 2, and 3 on the paper.
Provide each student with a copy of the map on page 25.
Instruct him to trace the route taken by the twins.
Have students write their names on both the paper and the map and have them handed in.
The class can now discuss questions 1, 2, and 3 and the map route. Questions 4, 5, and 6 should be included in this discussion.

A copy of the map is found in Appendix 13.

This allows the class to relax and discuss the test freely.

CONCLUSIONS:
The conclusions are those submitted by the students on the test papers.

EVALUATION:
This has been a formal evaluation. The results can be recorded.

Formal testing such as this can be inserted wherever you like, should you feel you need some systematic feed- back as to the class's success.

OBJECTIVES:

1. IDENTIFY protection at the community level.
2. RECOGNIZE the diverse nature of protection at the community level.
3. RELATE sub-concepts within the concept of protection.

These sub-concepts are the words seen in the chart headings in this lesson.

Use as examples: a piggy bank, a pair of eye glasses, a band-aid, a waste paper basket, a dog's leash, the label on a bottle of poison.

INTRODUCTION:

REVIEW the idea of SAFETY or SECURITY as it was understood at the house level.

REVIEW the idea of SAFETY or SECURITY as it was understood at the neighborhood level.

In these reviews the sub-concepts that we will use in the chart will probably emerge. When they do, make a point of stressing that particular kind of protection and how it is distinctive in nature.

In reviewing the neighborhood use outdoor examples such as a hat, the side-walk, a seat belt, a fire hydrant, a street light, a stop sign, a storm sewer, a public litter box.

DEVELOPMENT:

If Peter is kept safe in his home and in his neighborhood, does the town he lives in also help protect him?

Have the class examine pages 28-29 in *Rivervale.* Have them IDENTIFY the words in the little boxes as things that Peter and his family would want to protect.

As the six sub-concepts are identified students may wish to express their priorities as to which they value most.

Given these sub-concepts as headings to a chart, the class, with the help of the teacher, will classify the information on pages 28-29.

MONEY	POSSESSIONS	LIFE	FAMILY	HEALTH	WORK
bank	fire hydrant	ambulance	law court	ambulance	unemployment insurance
accident insurance	law court	jail	cemetery	welder's helmet	accident insurance
life insurance	fire engine	fire engine	insurance	water tank	jobs
property insurance	police	police	police	dog catcher	
police	property insurance			storm sewer	

CONCLUSIONS:

Rivervale offers Peter protection too. The town protects in different ways than the house.

There are many different things that Peter and his family value that are protected in many different ways by the community.

Students should note that a specific sub-concept can apply in more than one situation.

Data that is entered on the chart must have a clear relationship to the heading it is placed under. This relationship must be identified by the students.

OBJECTIVES:

1. IDENTIFY communication at the community level.
2. RECOGNIZE the diverse nature of communication at the community level.
3. RELATE the concept of time to the communication process.

INTRODUCTION:

REVIEW the idea of communication and how the various senses help us communicate at the house level.

Think up illustrations not previously explored, ie: an alarm clock ticking, an alarm clock alarming, an alarm clock that has stopped ticking, an alarm clock that reads 12 noon, an alarm clock that reads 3:30 pm, an alarm clock that is set to alarm at 5 am.

REVIEW the idea of communication and its relationship to our senses as it was experienced at the neighborhood level.

Illustrations might include a car horn, a street sign, a dog barking, etc.

Raise the issue of the lesson: *How does the Rivervale community communicate to Peter and the people that live in it?*

DEVELOPMENT:

Have the class examine pages 30-31 in *Rivervale.*

Given each of the pieces of evidence on pages 30-31, the class determines what each tells them in terms of communication. In each case the class should note the particular sense that is receiving the communication.

These senses were: verbal communication, visual communication, sound, smell, touch, taste.

Given the evidence on pages 30-31, students will analyze it in terms of one of the other key concepts.

Given the evidence on pages 30-31, and the questions found on these pages, students will prepare a chart, using the headings below.

METHOD OF COMMUNICATION	IMMEDIATE RESPONSE	TWO WEEKS RESPONSE	NO APPARENT RESPONSE

CONCLUSIONS:

A community such as Rivervale offers many kinds of communication.

The community communicates to all our senses.

Good communication is necessary if a community is to function properly.

OBJECTIVES:

1. IDENTIFY the many forms of RELAXATION in Rivervale.
2. INDICATE the VALUE they place on each form of relaxation.
3. RELATE their values to those of other members in the class.

INTRODUCTION:

REVIEW with the class the various conditions that seemed to decide how we valued things when we studied the twins' and Peter's homes.

TASK: *Do the same conditions hold true when we look at the town of Rivervale?*

This study was part of Lesson 10. In that lesson many factors influencing our choice were noted. We now have a chance to apply these understandings to the community.

DEVELOPMENT:

Have the class identify each of the activities seen in the pictures on pages 32-35.

Given the activities on pages 32-35, students are asked to "opine" as to which they feel most relaxing.

Have each student fill out the sheet found in Appendix 14.

Have a student tally up the order of preference of the class.

Discuss with the class why certain activities are highly rated and others are given a low rating.

The box enclosing the centre part of Appendix 14 allows you the option of having respondents simply fill out the five most preferred and five least preferred.

For a reliable sampling, each group should be numerically equal and balanced according to sex.

Arrange for a Grade 8 class to try the same test and using the same pictures.

Have students take home the sheet and text and have parents and, if possible, grandparents fill out their priorities.

Students may prefer not to put their names on the questionnaires. It is not necessary to have names.

As before, the information can be tallied up for each group, and recorded on a master sheet (Appendix 15).

Having recorded all data for all groups, students will proceed to draw conclusions that seem appropriate.

Practice in simple addition and keeping accurate records are useful learning experiences.

CONCLUSIONS:

The pattern of choices should support our previous conclusions that the choices a person makes vary with age, sex, and background.

THEME: RIVERVALE LESSON 33: RIVERVALE HAS MANY INDUSTRIES THAT PRODUCE MANY THINGS TEXT: pages 36-37

OBJECTIVES:

1. IDENTIFY the products made in Rivervale.
2. RELATE each product to a manufacturer.
3. GATHER an inventory of products made by one manufacturer.
4. CREATE a collage of the manufacturer's products.

INTRODUCTION:

Begin by having the class examine one of the products. If you were to choose Jell-o, then provide each student with one spoonful of Jell-o powder on a piece of paper. Use a variety of flavors.

We chose Jell-o because its advertisements are usually familiar to children, and most have tried it.

ASK: What do you suppose it is?
How would you describe it?
What is it made of?
Why is it called Jell-o?
How does your Mother serve it for dessert?
Where does Mom get the Jell-o?
If Mom buys it at the store, then where does the store get it?

The ingredients are given on box, but the list is too difficult for students to understand. If they can tell that it is sweet (sugar) and tastes like a fruit (peach, etc.) this should be satisfactory.

ASK: Distribute Jell-o cartons. See if you can find out on the box where the Jell-o is made.
Now that we know the name of the company that makes Jell-o, *can we also find out what company makes each of the products made in Rivervale?*

DEVELOPMENT:

If possible, provide groups of students with samples of the products seen on pages 36-37. Each group will then proceed to find out the manufacturer's name and will record its findings.

In the case of the games manufacturer, Somerville Industries, you may want to substitute a company that is better known in your area.

Each group will report its findings and will place each of its products on tables set aside for each specific company.

EXTENSIONS:

Have each student choose a "favorite" among the Rivervale industries and collect the wrappers of as many products as possible that are made by that industry. Bring the wrappers to school and prepare a collage centred on a picture of the plant or the factory that produced them.

Convince them to choose some other industry than the toy and games industry.

OBJECTIVES:

1. APPLY key concepts to a street scene.
2. DEMONSTRATE skill in giving verbal directions.
3. DISTINGUISH the kinds of service offered by stores on the basis of the store signs.

INTRODUCTION:

Here are two views of Rivervale's main street. Do you see anything in the pictures that provides safety? Look for all clues to safety. Similarly, are there any indications of shelter, transportation, communication, and relaxation? Now, let's see if you can put your knowledge of main street to some practical use. *Do you think you could help strangers, if they asked you for assistance?*

DEVELOPMENT:

Suppose you are Peter — how would you respond to strangers who ask the following questions:

QUESTIONS SERIES I

I'm thinking of moving to Rivervale. Where can I find out about buying a house?
Say, where could I get a map and a tourist guide to Rivervale?
I'm meeting a friend at Terney's Smoke Shop — can you tell me where that is?
My watch just broke. Do you know where I can get it fixed?
Where can I get a quick cup of coffee?
Where's the best restaurant around here?
Can you help me find a Mr. Wilkie?

QUESTIONS SERIES II

Is there a telephone nearby?
Is there anyplace around here that sells aspirin?
I understand there's a Downtowner Motor Hotel around here. Can you direct me?
Is there someplace around here where I can dump this old newspaper?
Young man, where's a safe place to cross the street?
I need a screwdriver to fix my car. Is there a hardware store around?

Hand out *two* sets of questions, one to one half of the class, the other to the other half.

Instructions: Each student will work individually for five minutes, writing out a clear answer to each of the questions. Then students share their findings with the group, comparing and improving their answers.

Once each group has worked out a satisfactory set of answers, have the written directions read to the other half of the class to see if they can follow them.

The problems and difficulties encountered should then be discussed.

The problems of writing clear directions can make an effective language study lesson.

CONCLUSIONS:

Directions are very hard to write down.
Directions must be very clear and simple.

THEME: RIVERVALE **LESSON 35: TICKETS, CARDS, AND SLIPS OF PAPER**
TEXT: pages 42-43

OBJECTIVES:

1. INTERPRET evidence as an indicator of what a person is like.
2. STATE hypotheses about the person.
3. STATE hypotheses about the society that the person is part of.
4. EVALUATE the adequacy of such hypotheses.

INTRODUCTION:

REVIEW with the class our previous attempt to hypothesize about the Wilsons on the basis of house evidence.
Ask the class to "opine" about what might be found in a person's wallet that might help us know that person better.
TASK: *What can Mr. Wilson's purse tell us about Mr. Wilson and the community he lives in?*

It may be useful to bring in a wallet that has various kinds of information about "the owner" that the class can examine first-hand.

DEVELOPMENT:

Have class identify each of the items spread over pages 42-43.
Given the evidence on pages 42-43, students will hypothesize about Mr. Wilson (Note: any previous evidence gathered about Mr. Wilson is admissable.)
On the basis of class views of Mr. Wilson, can the class expand these statements to generalizations about the society Mr. Wilson is a part of?

If the class bogs down on making inferences about Mr. Wilson, here are possible statements that can be given the class to test out.

Mr. Wilson is a series of numbers.
Mr. Wilson is a Canadian citizen.
Mr. Wilson was about 35 years old in 1973.
Mr. Wilson works for Proctor & Gamble.
Mr. Wilson is a salesman.
Mr. Wilson is community minded.
Mr. Wilson buys a lot on credit.
Mr. Wilson is a sports fan.
Mr. Wilson is untidy.

CONCLUSIONS:

Possible general statements might be:
People today have money and many possessions.
People in our society own homes.
Our way of life uses credit.
People in our society have numbers.
Our way of life lets us have time to relax.

Don't expect the class to come up with all of these conclusions; they may well think up several others.

EVALUATION:

Allow the class to decide whether their observations about Mr. Wilson and our society are accurate or trustworthy.

This question was raised in Lesson 12 and again in Lesson 13. It is useful to raise it again.

THEME: RIVERVALE LESSON 36: THE PEOPLE OF RIVERVALE TEXT: Pages 44-45

OBJECTIVES:
1. IDENTIFY the occupations of the people of Rivervale.
2. IDENTIFY racial differences.
3. CLASSIFY the townspeople according to various criteria suggested in the book.

INTRODUCTION:
Have the class IDENTIFY all the people on pages 44-45 that they have met previously. Have students verify their claims by identifying the page(s) on which they have seen the person before.

Mr. Brown, Mr. Wood, Ms. Waters and Mr. Powers were first met on page 3. Peter, Sue and Jimmy were also introduced there. Sue and Jimmy's Dad was seen on page 26. The nurse was seen on page 30.

DEVELOPMENT:
The Introduction was actually question 2 in the text. The remaining questions can be used to develop the lesson, since each question sets forth a specific criterion to be used as a basis for classifying.
Try making a list of all those Rivervale people that you think are left-handed. How do you decide?

A person is left-handed if he uses his left hand to carry out a skill. For instance, if all the class went up and wrote on the board, we would learn which students were right-handed and which were left-handed. The Rivervale mechanic holds the skill tool, the wrench, in his left hand. The policewoman has a whistle in her left hand and a night stick in the right. Since the night stick takes greater skill to operate than the whistle, we can assume she is right-handed. Jimmy and Sue's Dad answers the phone with his right hand. What does this suggest?

CONCLUSIONS:
The townspeople have many different jobs.
The people come from several ethnic backgrounds.
When I grow up I want to be...

EXTENSIONS:
Take the class for a tour of the school to meet all the people who do different jobs, from the principal to the cleaning staff.
You might ask these people what ethnic background they come from.

Check the ethnic origins of each member of the class.

THEME: RIVERVALE LESSON 37: LOYALTIES TEXT: page 46

OBJECTIVES:
1. INTERPRET the chart on page 46.
2. EVALUATE the loyalties indicated on the chart.
3. IDENTIFY their own loyalties.

INTRODUCTION:
Discuss with the class the definition of loyalty given in *Rivervale.*
ASK: What loyalties do you have?
If you have a pet, does it have a feeling of loyalty to you?

DEVELOPMENT:

Have the class write out answers to questions 1 to 4.
Discuss students' answers.
Have the class explain why certain people are located where they are on the chart.
ASK: Why is Procter & Gamble deserving of the loyalty of the twins?
Why is a doorman deserving of the position he has on the chart?
Are pets, and Moms and Dads all equal in the twins' affection?
Are the feelings of affection or loyalty the same in every case or are there different sorts of loyalty and affection?

The inner circle belongs to the loyalties a person has for himself. The chart suggests that the twins are that close in their feelings for one another.
The second circle is family.
The third is the neighborhood in which the twins live. Miss Lewis would be their school teacher.
The fourth circle relates to community loyalties, probably not clearly or strongly identified in the students' minds. A fifth circle would be national loyalties, which are a bit too much for the students to comprehend, although they know of the flag and the national anthem.

CONCLUSIONS:

Our strongest loyalties are to those we love most.
The love we have for our parents is a different love than that we have for our pets.
We have a loyalty to the group we play with, or work with, or belong to.

The groups they like to play with and the groups they like to work with are not necessarily the same.

EXTENSIONS:

Have the students work out their own personal loyalties chart.

Personal loyalties charts should be treated as confidential. Such charts should reveal new insights into the class relationships.

THEME: RIVERVALE LESSON 38: COMMUNITY SERVICES TEXT: pages 47-51

These pages tell humorous little stories with advice to children. There are questions provided with each story, but the class should be given the opportunity to try verbalizing the story in their own words. They might also try writing a story of their own, either in words or in pictures.

THEME: RIVERVALE LESSON 39: THE VALE RIVER QUESTION TEXT: page 52

OBJECTIVES:

1. IDENTIFY the central issue.
2. CLARIFY all aspects of the story.
3. ANALYZE the problem for possible solutions.
4. CHOOSE a solution to the problem.
5. EVALUATE what we have done.

The objectives suggest that any treatment of values questions has to be carefully thought through. Emotional outbursts are not particularly helpful.

INTRODUCTION:

Prepare a tape-recording of the story on page 52. Ask the class to listen carefully to the recording as you play it and replay it if necessary.

Using a tape helps hold the attention of the class more readily than the printed word. In addition, there may be certain words and expressions which may be difficult for the student to read and understand.

ASK: Was there any part of the story you didn't understand? Any words you didn't know?

Discuss the story so that three factors are understood:

Do not rush any of the steps in developing the question. The significance of each must be felt by the class.

(a) what exactly happened?
(b) what caused it to happen?
(c) what exactly is at stake?

TASK: *Is there any fair way to settle the Vale River question?*

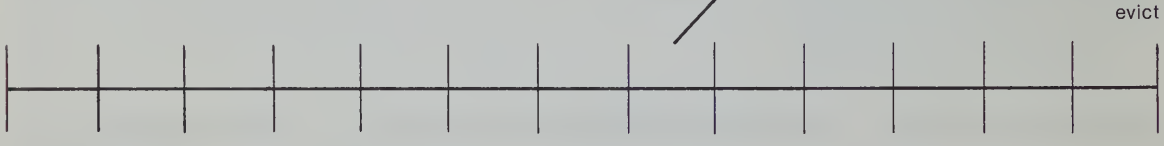
DEVELOPMENT:

Encourage the class to suggest any solutions they think 'fair."

Try to discourage "put-down" statements where one student seeks to ridicule the views held by another.

Record these suggestions on a construct line, one end representing "do nothing" and the opposite end representing "shut down the offending factories." Place all alternatives along the line depending on where they are in relation to the two extremes.

Obviously the centre of the construct is the moderate position.



Having accepted as many solutions as the class can muster, ask students to think about what each of the alternatives might mean. What are the consequences if we adopt a given solution?

Press students to consider what might happen if the actions they suggest were carried out.

How will it affect the river?

How will it affect each of the groups involved in the problem?

How will it affect the community as a whole?

Once the class has given serious thought to the consequences of each of the suggested solutions, have each student write down where he personally chooses to stand on the issue. These need not be signed, but should be collected by the teacher and read to the class.

Ask those students who decided to close all the offending factories if knowing their fathers were employed at these factories would cause them to change their minds.

CONCLUSIONS:

There doesn't seem to be one answer to the question.

Most people are for moderate solutions rather than extreme solutions.

Since I'm not really involved, I really don't care.

EXTENSION:

Use the same lesson approach for the situation presented on page 53.

The story on page 53 may have a greater impact on the class than this one. It should be interesting if they make the same decisions in a situation that lends itself to a greater sense of personal involvement.

THEME: RIVERVALE LESSON 40: THE OAKRIDGE MALL TEXT: pages 54-59

OBJECTIVES:
1. APPLY key concepts to the mall.
2. EVALUATE the mall as a community.

INTRODUCTION:
Have the class describe what they see on pages 54-55. On the basis of the picture, see if they can suggest what is meant by a mall.

DEVELOPMENT:
If a mall is like a little community, how well does it provide people with shelter, safety, transportation, communication, and relaxation?

Of course, as a community it does not have houses or living quarters.

Given the pictorial materials on pages 56-59 of *Rivervale,* students will work in small groups to decide which of the key concepts applies to a specific page in the text.
After a few minutes ask if any group is having difficulty identifying what is shown in any of the pictures.

Students may have difficulty fitting a specific picture to the concept they associate with that page. It is hoped students will want to question such material.

Choose individual students from various groups to explain how a key concept relates to a given picture.

CONCLUSIONS:
Identification of each picture and the dominant concept associated with each page:

TRANSPORTATION (page 56)	
	grocery cart
pedestrian walkway	
	electric power supply
parking lot, driveways	
	garbage containers

	PROTECTION (page 57)
health rules	
	bank
	security guards
curb, hydrant, covered walk	
	sanitation worker

COMMUNICATION (page 58)	
	magazines
community information	
	mail box, newspapers
phones, bookstore	
	map

RELAXATION (page 59)	
	park benches
pinball, candy	
	snack bar
hobby horses	
	restaurant

EXTENSION:
If there is a mall in your neighborhood, have the class take a field trip to see if it relates to the key concepts.
If it is not possible to take the class, take a camera and photograph the local mall so that students can see colored slides and identify it as a part of their own neighborhood.

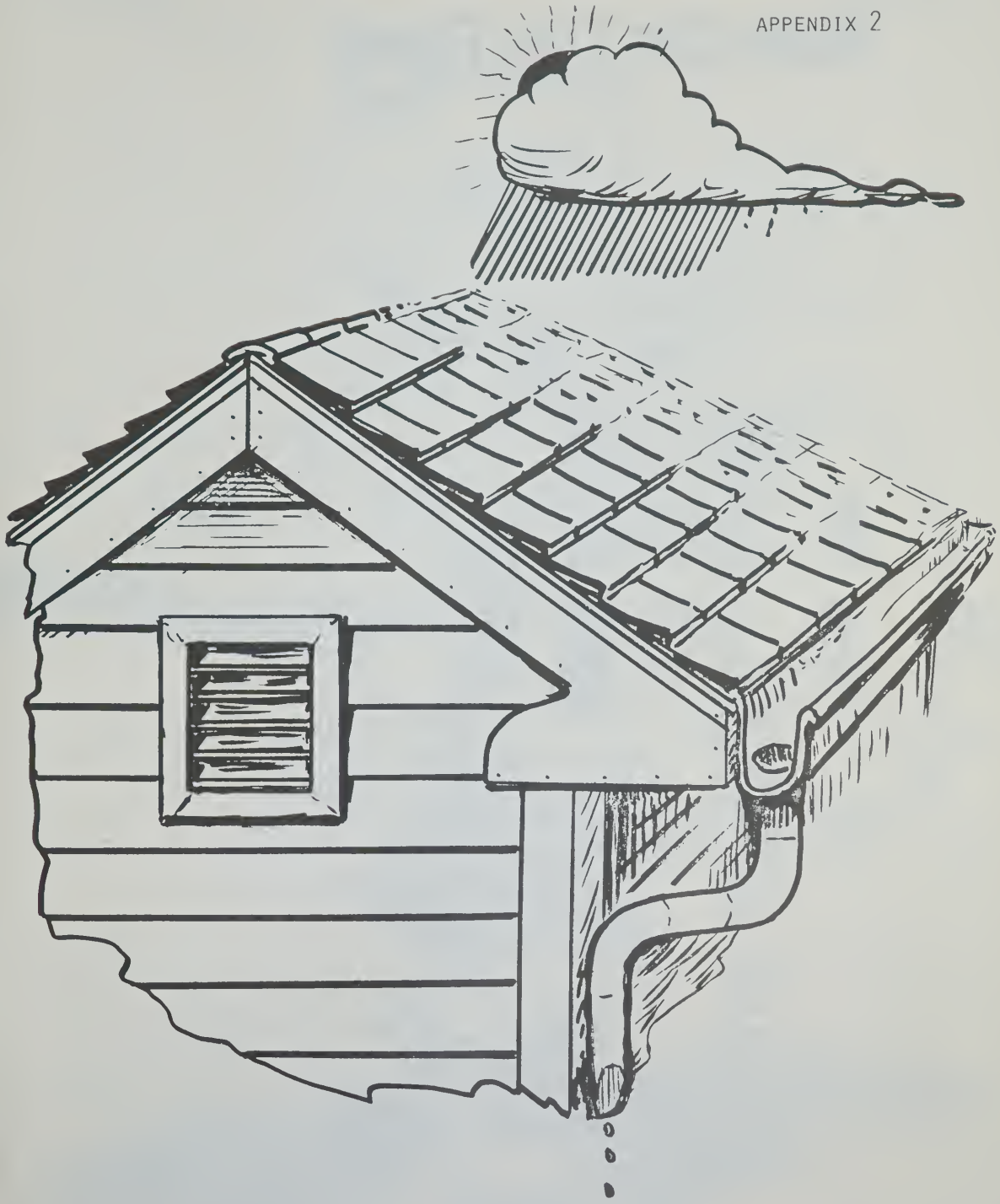
THE CONCEPTUAL RANGE

APPENDIX 1

LOW LEVEL CONCEPTS	MID-LEVEL	HIGH-LEVEL CONCEPTS	
Peter's house has a....Peter's home is (has)..			
lock & key *door* *fence* *leash* *hydrant* *Block Parent*	safe	SAFETY	SECURITY	PROTECTION
water *eavestrough* *sewer* *apron* *roof* *overshoe* *garage*	dry	SHELTER	CLIMATE	ENVIRONMENT
oil can *chimney* *awning* *umbrella* *tree shade*	warm cool	WEATHER		
head lamp *window*	light			
Mr. Wilson *Mrs. Wilson* *Peter Wilson* *Prince*	family	HOME	LOYALTY	COMMUNITY
Mrs. Brown	friends	FRIENDS	AFFECTION	
22 *743-1*	numbers	SIGNALS	SYMBOLS	COMMUNICATION
door bell *door knocker* *sprinkler*	sounds			
petunias	scent	SMELL	STATUS	IDENTITY
THE REPORTER *PLEASE* *PRIVATE*	words	LANGUAGE		
basket net *ski* *gardening* *gossiping*	play	RECREATION	RELAXATION	LEISURE
bedroom *T.V.* *lounge chair*	rest	PRIVACY		
bicycle *water hose* *car* *wheel barrow* *driveway* *sidewalk*	travel	MOVEMENT	TRANSPORTATION	MOBILITY
glass & straw *lot*	own	PROPERTY	POSSESSIONS	SOVEREIGNTY

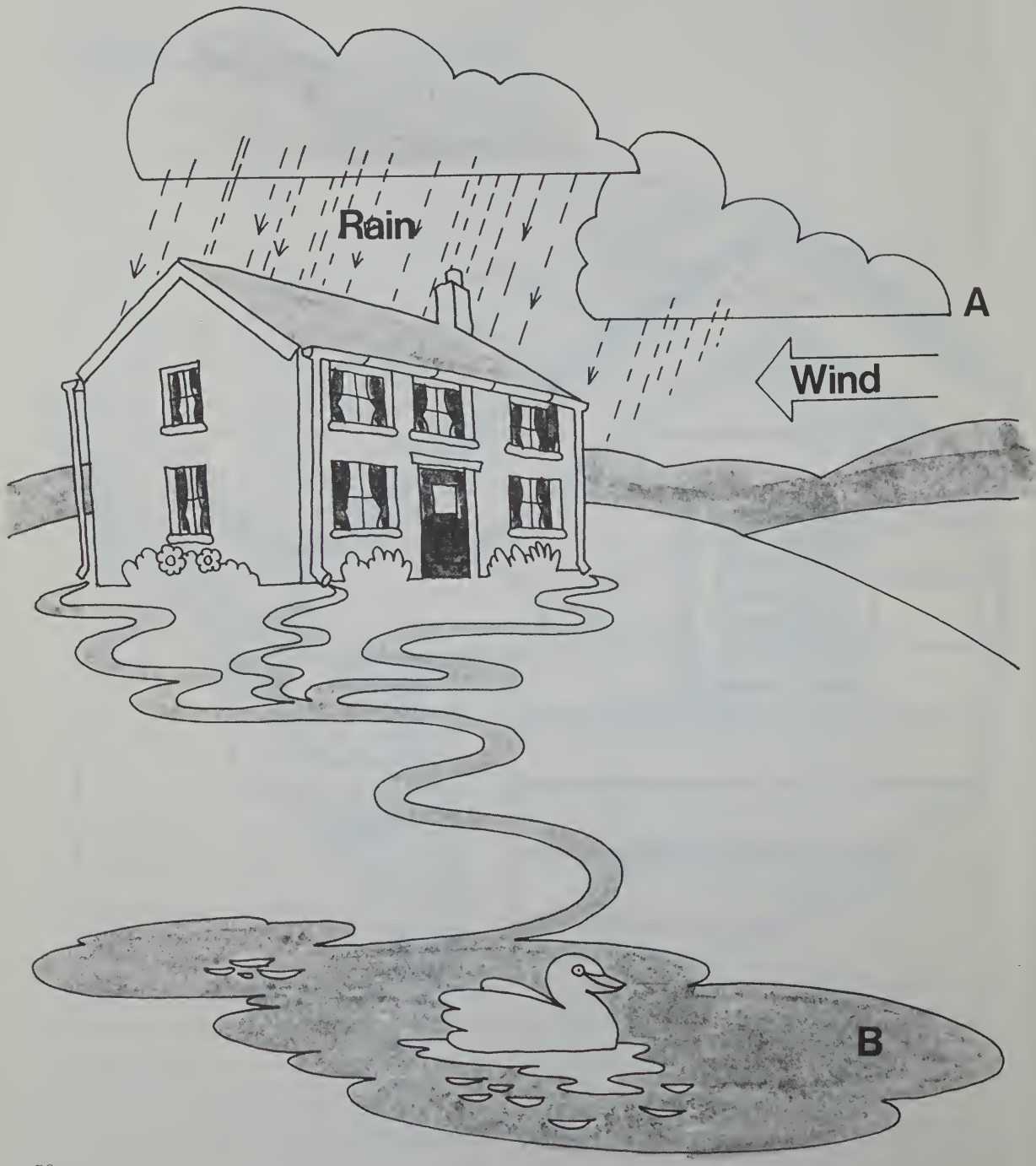
CONCRETE — ANALYTICAL — ABSTRACT

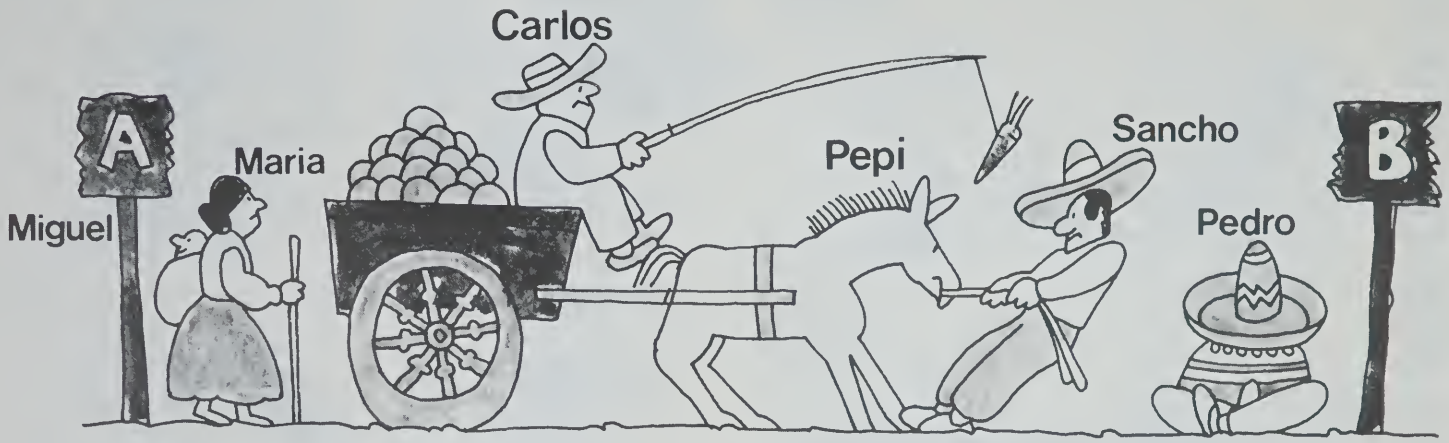
NOTE: THE CONCEPTS IN THE BOXES ARE THE CONCEPTS MOST COMMONLY USED IN THE RIVERVALE TEXT.



ROOF DETAIL

Rain On The Roof





The Stubborn Mule

Transportation

Relaxation

THE HOUSE CHART

1	2	3	4		5	6	7	8	9
	EACH HOUSE ON PAGE 8 HAS A LETTER	GIVE EACH HOUSE A NAME	IS THIS HOUSE A TRUE HOUSE?	IS THIS HOUSE A HOME?	DOES THIS HOUSE PROVIDE SHELTER?	DOES THIS HOUSE PROVIDE SAFETY?	DOES THIS HOUSE OFFER RELAXATION?	DOES THIS HOUSE PROVIDE COMMUNICATION?	DOES THIS HOUSE PROVIDE TRANSPORTATION?
A									
B									
C									
D									
E									
F									
G									
H									
I									

WHAT DOES EACH HOUSE DO BEST ?

COLUMN 1 identifies each house on page 8 by a letter.
COLUMN 2 Write in the name that you think best describes each of the houses on page 8
COLUMN 3 Write in a YES or a NO in answer to the question at the top of the Column
COLUMN 4 Write in a YES or a NO in answer to the question at the top of the Column
COLUMNS 5 to 9 In these Columns enter a number from 1 to 5, depending on how important you think each idea is in terms of each house. If you enter a 1, that means you think that idea is the most important; if you enter a 6, that means you are marking it as the least important.

APPENDIX 8

DIAGRAM I

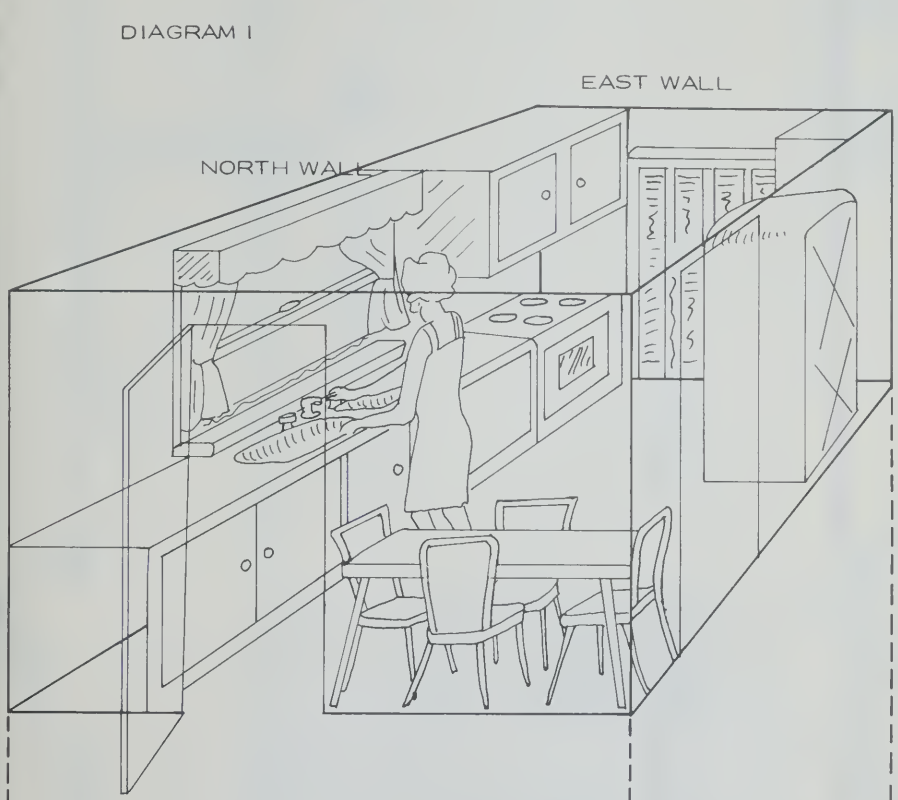
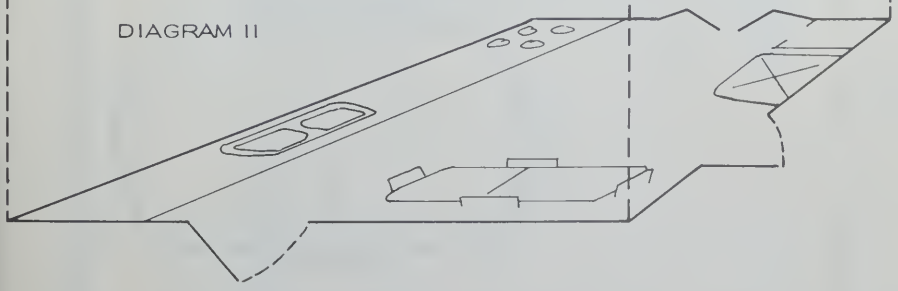
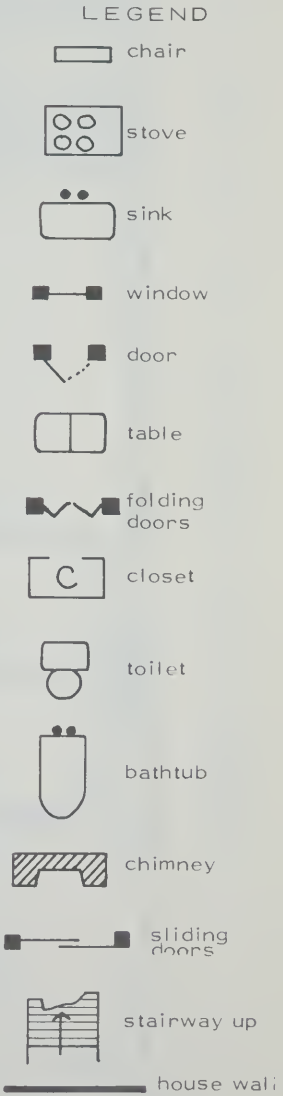


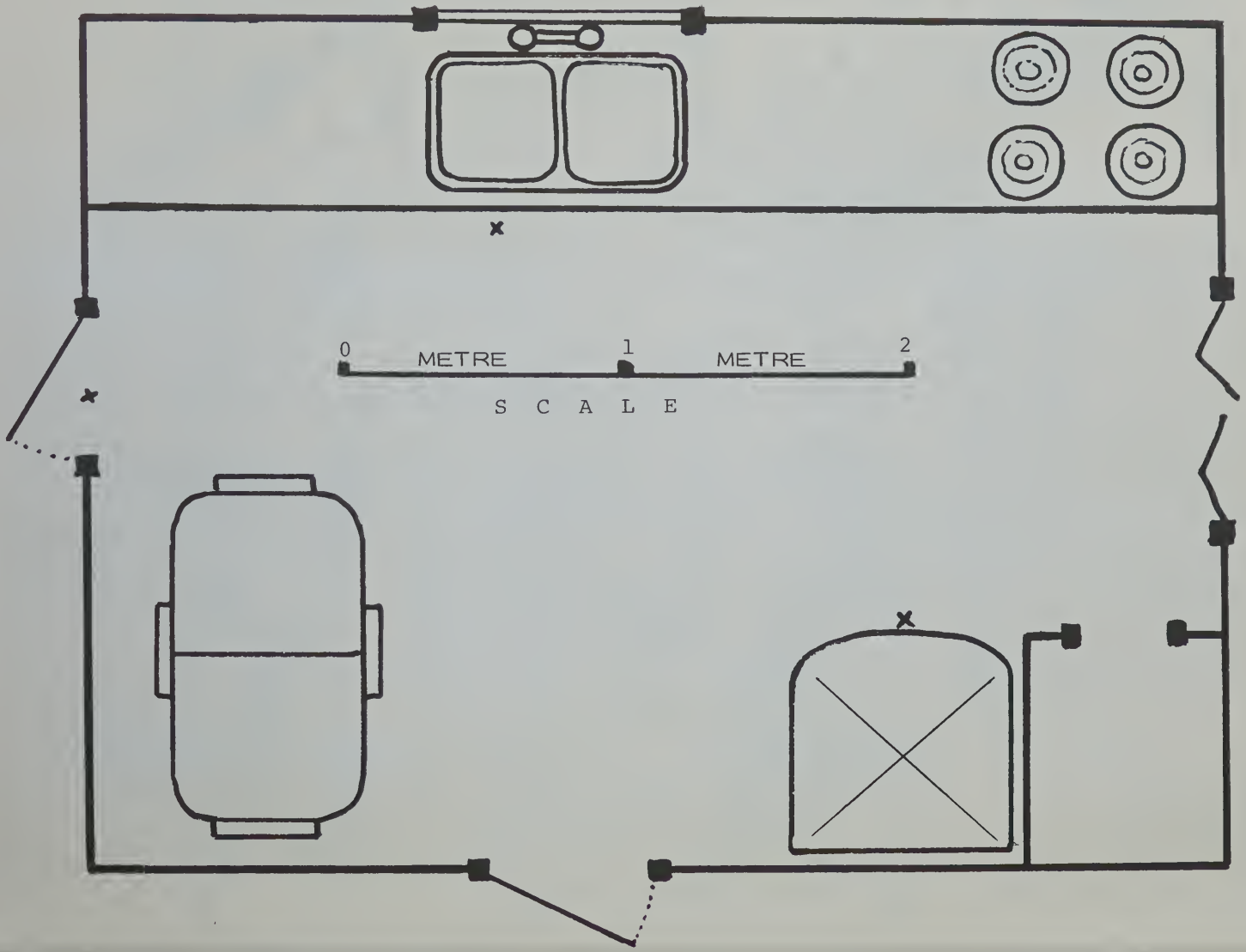
DIAGRAM II

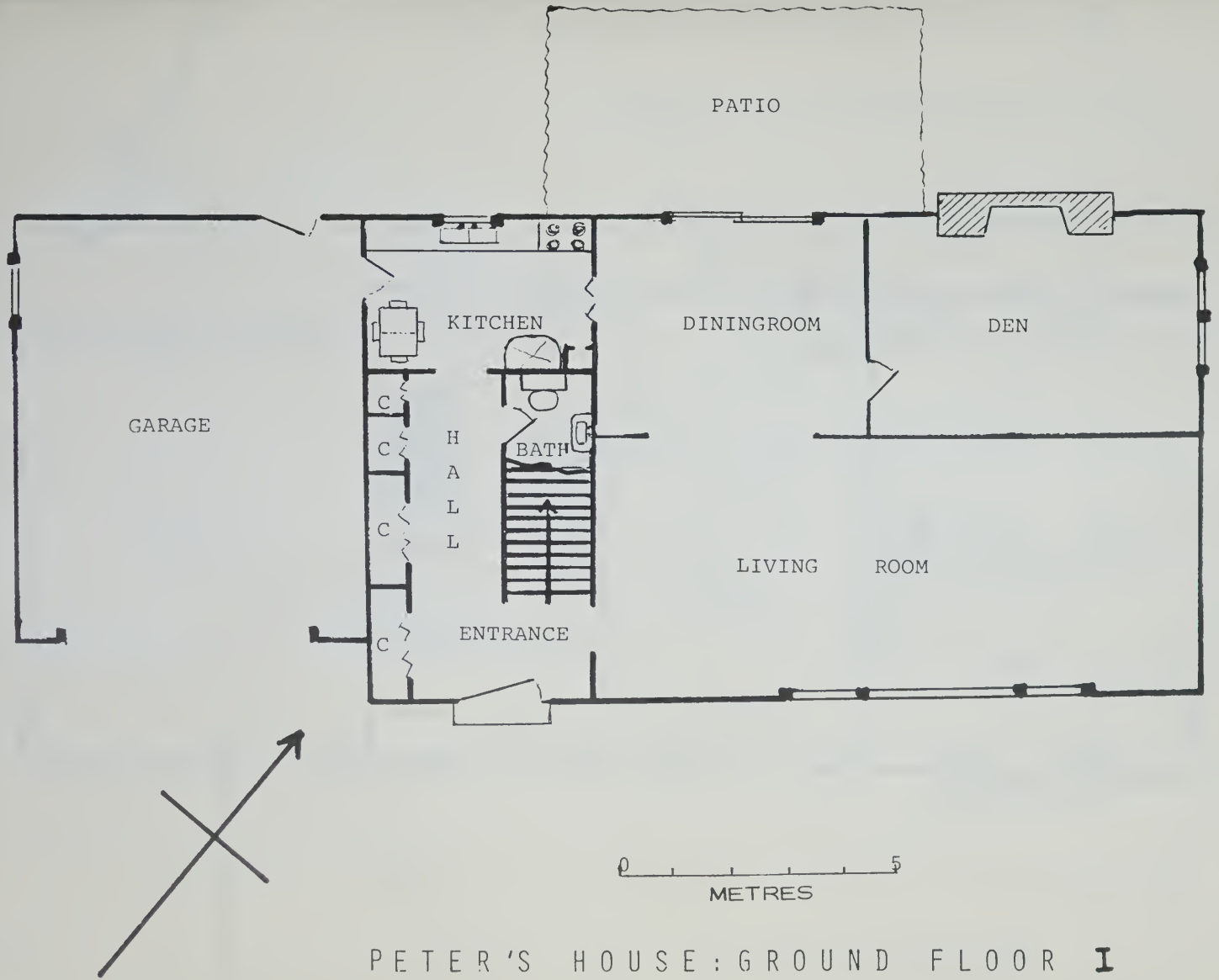


LEGEND



PETER'S KITCHEN: DIAGRAM III

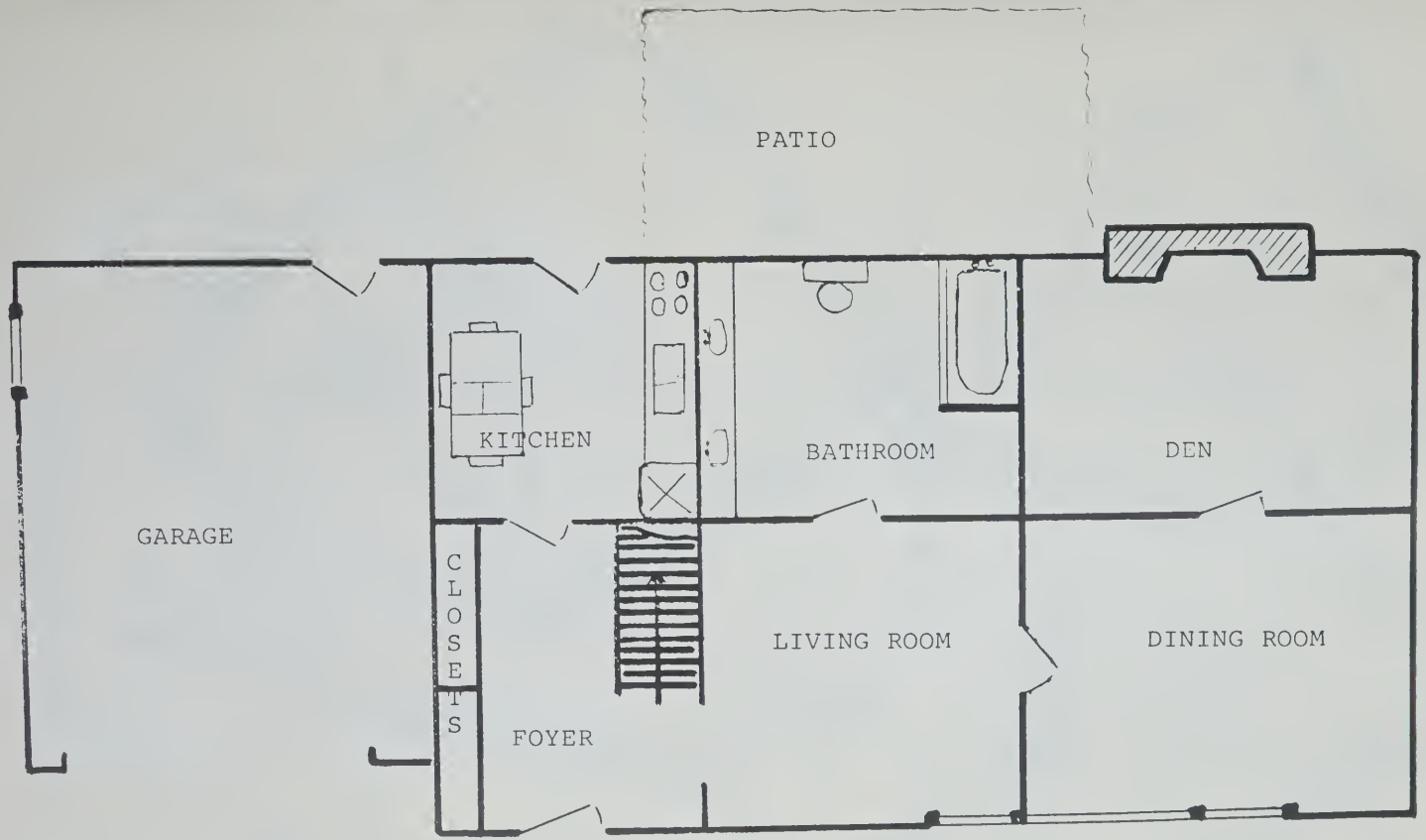




PETER'S HOUSE: GROUND FLOOR I

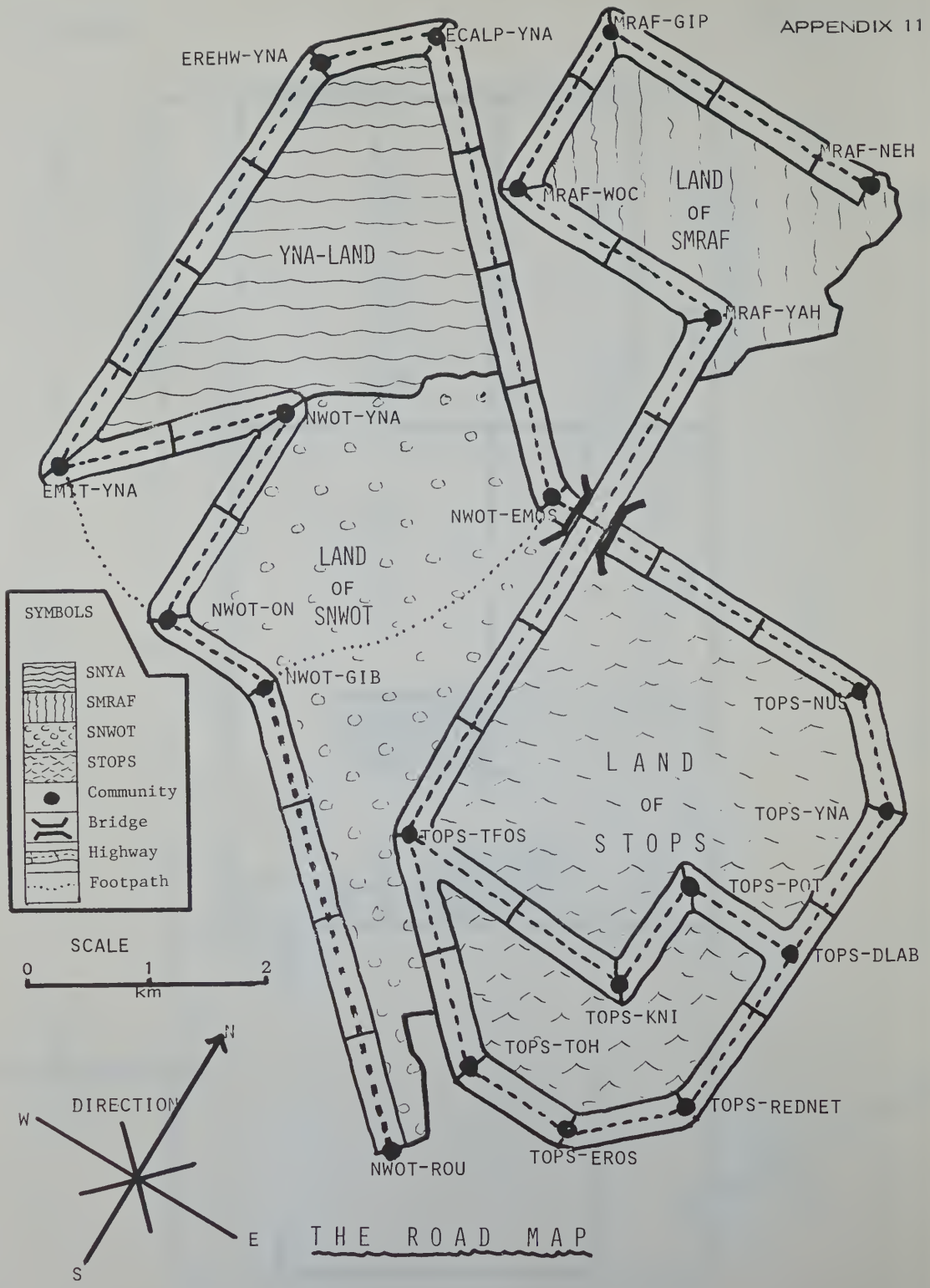
APPENDIX 10a

PETER'S HOUSE: GROUND FLOOR II
0
5
10
DEN
KITCHEN
LIVING
ROOM
DINING ROOM
CLOS
C
CLOS
ENTRANCE
PATIO
GARAGE



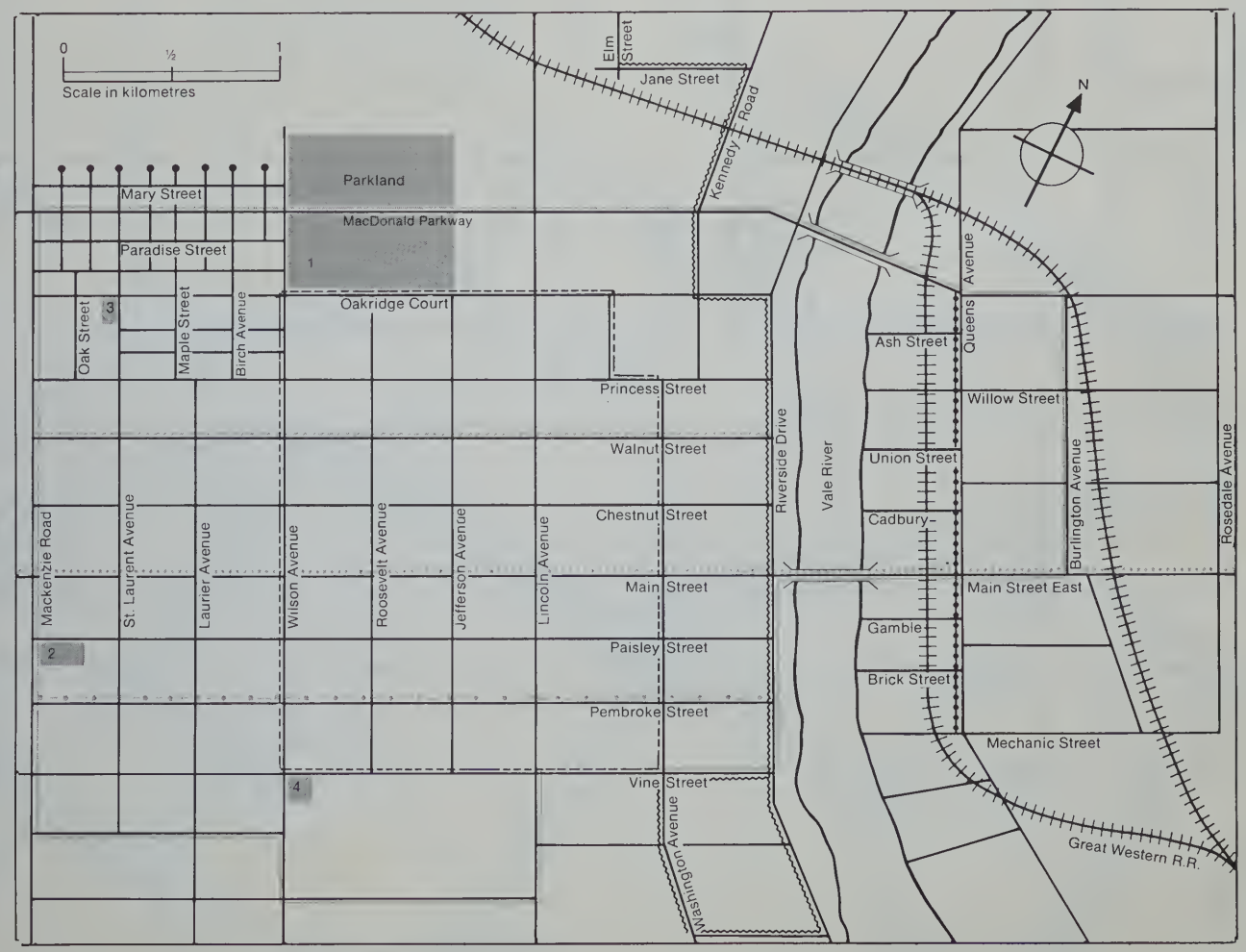
PETER'S HOUSE THE GROUND FLOOR PLAN III

APPENDIX 10c


EREHW-YNA
ECALP-YNA
MRAF-GIP
MRAF-NEH
MRAF-WOC
LAND OF SMRAF
MRAF-YAH
YNA-LAND
NWOT-YNA
EMIT-YNA
NWOT-EMOS
LAND OF SNWOT
NWOT-ON
NWOT-GIB
SYMBOLS
SNYA
SMRAF
SNWOT
STOPS
Community
Bridge
Highway
Footpath
TOPS-NUS
LAND OF STOPS
TOPS-YNA
TOPS-TFOS
TOPS-POT
TOPS-DLAB
TOPS-KNI
TOPS-TOH
TOPS-REDNET
TOPS-EROS
NWOT-ROU
SCALE
0 1 2
km
N
W
E
S
DIRECTION
THE ROAD MAP

PETER'S NEIGHBOURHOOD

Rivervale



APPENDIX 13

WHAT DO YOU VALUE MOST FOR RELAXATION ?

YOUR NAME .....

YOUR AGE ..... MALE ..... FEMALE .....

LIST IN YOUR ORDER OF PREFERENCE THE ACTIVITIES FOUND ON PAGES 32-35 OF THE RIVERVALE TEXT.

LIST A AS THINGS YOU LIKE TO ACTUALLY DO	LIST B AS THINGS YOU LIKE TO JUST WATCH
1.	1. .....
2.	2. .....
3.	3. .....
4.	4. .....
5.	5. .....
6.	6. .....
7.	7. .....
8.	8. .....
9.	9. .....
10.	10. .....
11.	11. .....
12.	12. .....
13.	13. .....
14.	14. .....
15.	15. .....
16.	16. .....

MASTER RECORD SHEET

ACTIVITY	GRADE THREE		GRADE EIGHT		TEACHERS		PARENTS		GRANDPARENTS	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
BASEBALL										
GOLF										
FISHING										
CANOEING										
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